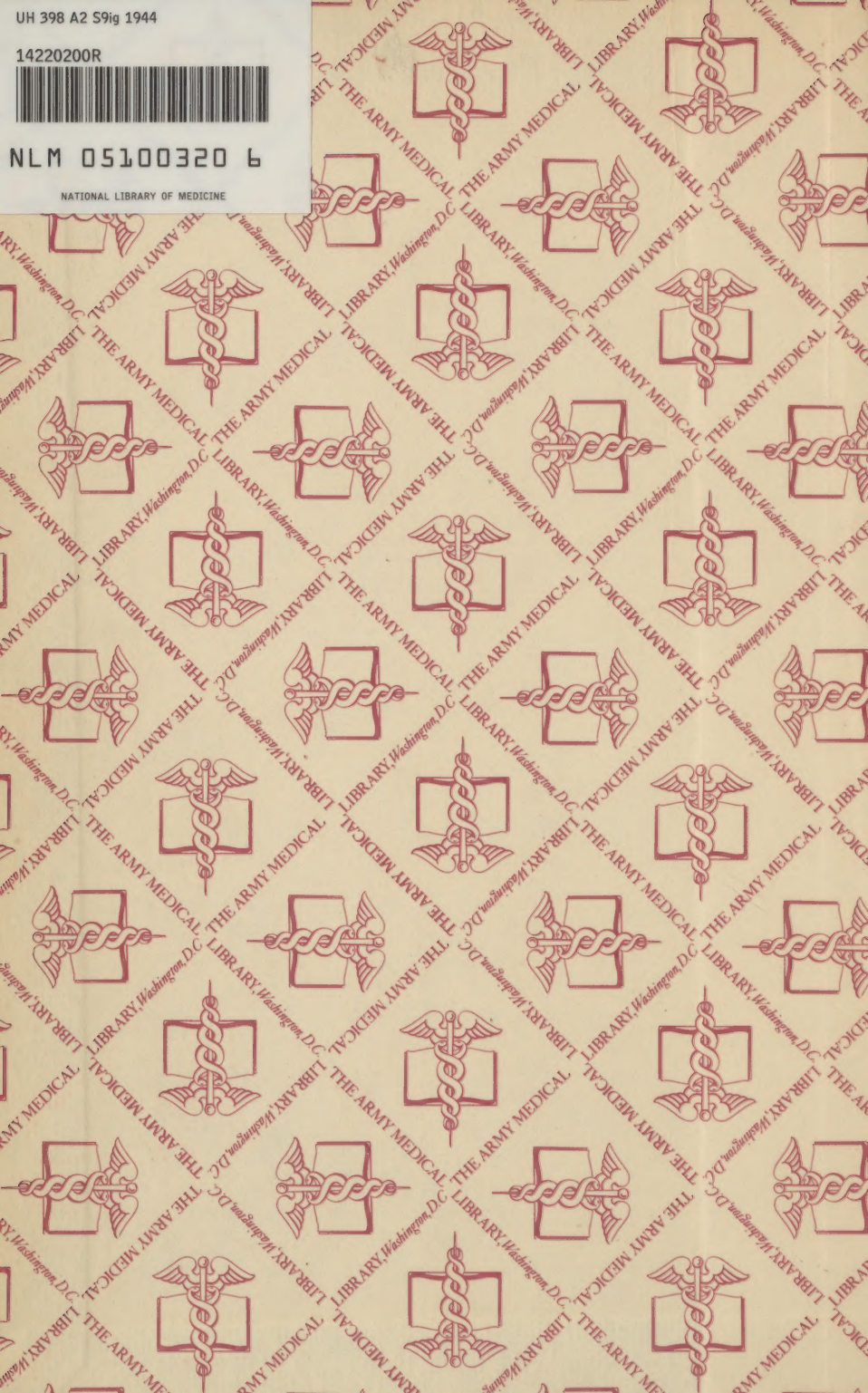


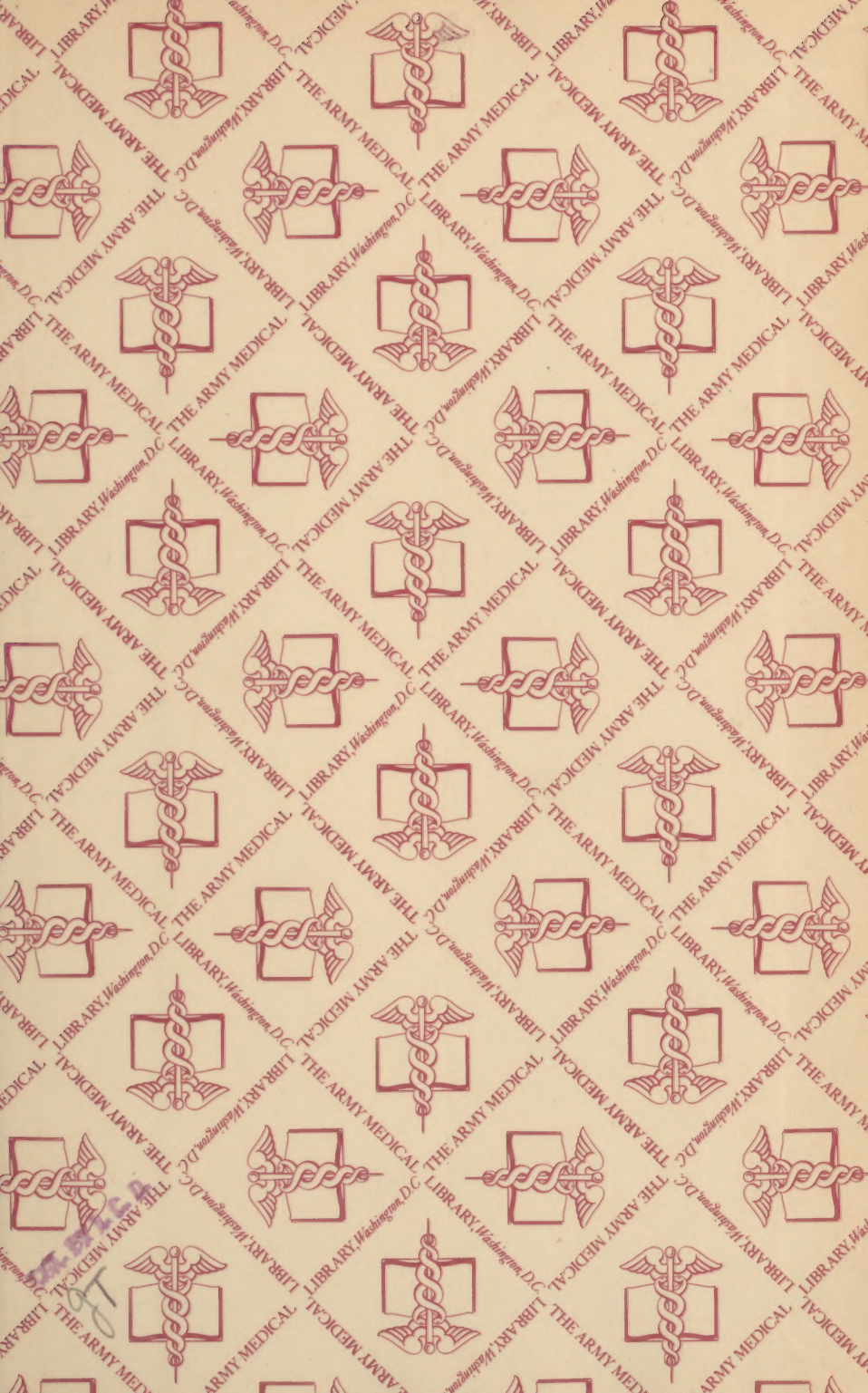
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INSTRUCTORS' GUIDE

FOR

MOBILIZATION TRAINING

PROGRAM 8-101

FOR

MEDICAL DEPARTMENT UNITS

Prepared under direction of

THE SURGEON GENERAL

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*This instruction has been added since the publication of MTP 8-101. It is mandatory that this hour be included in the 16 week initial training period. The time necessary will be taken from "Open Time."

Chapter 1

Section 1

Section 1

CHAPTER 1

MOBILIZATION TRAINING PROGRAM

8-101

Chapter 1

SECTION I

GENERAL

1. Authorization. This Mobilization Training Program is issued in compliance with MR 3-1.

2. Purpose. The purpose of this program is to furnish a general guide for the balanced basic training of Medical Department units so that they may be prepared to receive further training in the technical, tactical and logistical functions of the unit and the duties of personnel assigned to the unit.

3. Application. a. This training program applies to all types of medical units and installations. Based upon the programs in Section II, training schedules will be prepared by the responsible unit commander.

b. The program is based upon a 48-hour training week (six training days of 8 hours each) for 16 weeks. More time per day may be utilized when desirable, especially in connection with marches, field exercises, and the like. Open time will not be considered as free time but will be used to compensate for interruptions, to bring individuals or units up to standard, to provide refresher training, or, for purposes of mass athletics, competitive games, and morale building in general. Training or open time in the schedule will not be used for processing.

c. In order to obtain the latest references it is essential to consult the most recent edition of FM 21-6, which contains a list of training publications, and FM 21-7, which contains a list of training films, film strips, and film bulletins; these manuals are frequently revised. Normally, field and technical manuals, Army Regulations, training circulars, training films and film strips will contain sufficient instructional material for training purposes. Where standard texts are necessary for instruction, these texts are shown in the references for each subject.

4. Modification. The detailed programs may require modifications to adapt them to training of the type of medical unit in which the individuals are being trained, to shorten or lengthen the time of training in order to conform to the time available, to make the best use of existing facilities and of training expedients, and to conform to climate, terrain or other conditions affecting the training situation. However, progressive and balanced training in subjects essential to accomplish the training mission must be observed at all times.

5. Scope of Instruction. a. General. In general, training will be conducted in accordance with the doctrine prescribed in FM 21-5, TM 21-250, and TF 7-295.

b. First or basic period (1st - 6th weeks inclusive). During this period the preliminary training of the individual enlisted man will be stressed. At the end of this period every man should be able to wear properly, display, and care for his uniform and equipment; should under-

stand and practice correctly indoor and outdoor military courtesy; should know the fundamentals of first aid and sanitation; and should have an applicatory knowledge of individual defense measures and the essentials of all other basic subjects prescribed in this program.

c. Second or technical period (7th - 14th weeks inclusive). Basic training of the individual enlisted man continues, but emphasis now is placed upon technical subjects which will fit him for further training in a Medical Department technical or administrative specialty, or further training in the operation and functions of the medical unit or installation. In addition to basic and technical subjects, specialist training is begun and tactical and logistical training is commenced. Generally, personnel trained in technical specialties should be able to qualify as unrated technicians, and have sufficient technical knowledge to act as basic technicians in these medical specialties. It is not contemplated that training under this program will qualify either medical or surgical technicians for higher ratings in the Medical Department. Individuals qualified to receive further training in a Medical Department specialty, such as dental, laboratory, pharmacy, veterinary, x-ray, medical and surgical technicians, may be selected during this training period for attendance at a Medical Department Enlisted Technicians School. Men so qualified may be selected between the 7th and 14th weeks of training; quotas for these enlisted specialists courses are announced from time to time by The Surgeon General (see latest AG Memorandum, subject: "Trainees Selected to Attend Medical Department Enlisted Technicians School").

d. Third or field training period (15th - 16th weeks inclusive). Basic and technical training is continued but instruction in this period is largely devoted to applicatory exercises in which the soldier applies his knowledge under field and simulated war conditions. Where practicable and the facilities permit, the soldier should be moved into the field and should live under field conditions during this period. At the end of this period personnel in tactical medical units should be able to collect and treat casualties in the field, establish and operate aid stations during day and night, and set up the unit installation for operation in conjunction with the associated arms and services.

e. Subjects. The required essential minimum of instruction in military subjects, the foundation of which must be completed within the first 6 weeks, consists of the following:

Subject	Hours
Articles of War	3
Organization of the Army	1
Organization of Medical Department Units	1
Military Discipline: Customs and Courtesies	5
Personal and Sex Hygiene	3
Military Sanitation and Sanitary Appliances	5
First Aid	8
Dismounted Drill	20
Extended Order Drill: the Litter Squad	6
Interior Guard Duty	4
Physical Conditioning	14
Equipment and Clothing; Shelter Tent Pitching	8
Safeguarding Military Information	3
Knots and Lashings	4
Individual Security: Scouting and Patrolling	9
Hand to Hand Combat	8
Hasty Entrenchments and Shelter (Field Fortifications and Camouflage)	8
Defense Against Air and Parachute Attack	4
Defense Against Chemical Attack	5
Defense Against Mechanized Attack	6
Demolitions	4
Antipersonnel Mines and Booby Traps	8
Mines and Mine Fields	8
Infiltration Course	2
Map and Aerial Photograph Reading	10
Marches and Bivouacs	28
Night Operations	(52)
Army Orientation Course	16
Inspections and Tests	26
Tactical Field Training	50
Total Hours.....	277
	(52)

(1) The minimum hours of instruction in **basic** military subjects will be completed within the basic period of training except that **Marches and Bivouacs, Night Operations, Army Orientation Course, Inspections and Tests** are given throughout all three periods of training.

(2) The scope of instruction and minimum standards of proficiency for basic subjects will conform to MTP 21-1 "Mobilization Training Program for Supply and Administrative Services of the Army Service Forces," dated 1 March 1943, and to MTP 21-2, "Mobilization Training Program for **Enlisted Personnel** of the Army Service Forces." dated 1 August 1943.

(3) The six (6) hours on Extended Order Drill will be completed before introducing the nine (9) hours on Scouting and Patrolling; nine (9) hours on the latter subject will be completed prior to introducing the subject of Hasty Entrenchments.

(4) The hours in parenthesis under Night Operations are neither included in the 8-hour instruction day nor in the total hours of instruction. In the event exercises last beyond midnight, compensatory time may be taken from open time.

(5) Tactical field training is started during the second or technical period but the technical and tactical employment of the unit is emphasized during the third period of training which is devoted largely to field and applicatory exercises. Fifty hours of field training is required; 2 hours during the basic period will be devoted to field preparation of various types of rations and 48 hours during the field period will be devoted to the employment of medical field units. In order to understand and appreciate all echelons of medical service, time is set aside for collection and treatment of casualties in the field, the operation and function of battalion and regimental aid stations and the operation and function of all elements of a medical battalion. The major allotment of hours, however, is given to the establishment, operation, and function in the field of the unit for and in which the individuals are being trained.

f. Specialists. So far as is practicable, common, administrative, and Medical Department specialists will receive instruction concurrently with the instruction of the training unit as a whole, and proportionately with the rates of occurrence of such specialists, as determined and published by the War Department in Tables of Organization. At the discretion of the unit commander specialists will be excused from instruction in subjects not particularly allied to their intended or contemplated specialty, provided they have been thoroughly qualified in the basic subjects. For detailed programs see paragraphs 8 to 15 inclusive.

g. Training of instructors. (1) Troop schools. Throughout the entire training program suitable and timely training will be given to officers, non-commissioned officers, and other instructors to prepare them to conduct subsequent instruction. Time required for this may be concurrent with other training or may be in addition to the regular eight-hour training day.

(2) Individual preparation. Individual instructors will study appropriate field manuals, technical manuals, and Army Regulations, and will preview and study training films, film strips and film bulletins in the preparation of lesson subjects. Preparation, plans, and study will not be limited to the text references, films, and film strips indicated in this program but will include all appropriate instructional matter contained in FM 21-6, FM 21-7, changes to these and other manuals, and doctrine, principles, and technique announced from time to time in War Department circulars, training circulars and bulletins.

SECTION II

TRAINING PROGRAMS

6. Master Program.

Subject	Basic (521)	Basic Medical and Surgical Technician (521)	Basic Dental Technician (Chair Assistant) (521)	Basic Veterinary Technician (521)	Sanitary Technician (196)	Clerk (055)	Cook (060)	Automobile Mechanic (014)	Motor Vehicle Operator (245) (346)
Articles of War and Army Regulations	6	6	6	6	6	6	6	6	6
Organization of the Army; organization & functions of the arms	7	6	6	6	6	6	6	6	6
Organization and functions of the Medical Department & MD units	7	6	6	6	6	6	6	6	6
Military discipline; customs and courtesies	8	8	8	8	8	8	8	8	8
Personal and sex hygiene	8	7	6	6	6	5	5	5	5
Military sanitation and sanitary appliances	28	21	25	25	25	21	21	21	21
First aid	8	8	8	8	8	8	8	8	8
Dismounted drill	46	36	42	42	42	34	34	34	34
Extended order drill; the litter squad	6	6	6	6	6	6	6	6	6
Interior guard duty	7	7	7	7	7	6	6	6	6
Physical conditioning	27	26	23	23	23	21	21	21	21
Equipment, clothing, and shelter tent pitching	14	13	14	14	14	12	12	12	12
Safeguarding military information	5	5	5	5	5	5	5	5	5
Knots and lashings	4	4	4	4	4	4	4	4	4
Individual security, scouting and patrolling, use of cover and concealment	16	16	15	15	15	14	14	14	14
Hasty entrenchments and shelter (field fortifications and camouflage)	14	12	12	12	12	11	11	11	11
Hand to hand combat	8	8	8	8	8	8	8	8	8
Defense against air and parachute attack	8	8	8	8	8	8	8	8	8
Defense against chemical attack	12	12	11	11	11	11	11	11	11
Defense against mechanized attack	8	8	8	8	8	7	7	7	7
Demolitions (elementary)	4	4	4	4	4	4	4	4	4
Antipersonnel mines and booby traps	8	8	8	8	8	8	8	8	8

Subject	Basic (521)	Basic Medical and Surgical Technician (521)	Basic Dental Technician (Chair Assistant) (521)	Basic Veterinary Technician (521)	Sanitary Technician (196)	Clerk (055)	Cook (060)	Automobile Mechanic (014)	Motor Vehicle Operator (245) (345)
Mines and mine fields	8	8	8	8	8	8	8	8	8
Infiltration course	2	2	2	2	2	2	2	2	2
Map and aerial photograph reading (elementary)	12	10	10	10	10	10	10	10	10
Marches and bivouacs	72	63	56	56	56	43	43	43	43
Night operations*	(52)	(52)	(52)	(52)	(52)	(52)	(52)	(52)	(52)
Army orientation course	16	16	16	16	16	16	16	16	16
Transportation of sick and wounded	14	14	10	10	10	2	2	2	2
Anatomy and physiology	15	2	7	7	7	2	2	2	2
Nomenclature and care of organizational equipment	8	8	7	7	7	..	..	..	..
Field medical records	7	7	2	2	2	2	2	2	2
Emergency medical treatment (bandaging and dressing, splints and splinting)	76	15	38	38	38	7	7	7	7
Treatment of gas casualties	10	10	3	3	3	3	3	3	3
Medical and surgical nursing	20	..	16	16	16	..	..	..	..
Materia medica and pharmacy	7	..	3	3	3	..	..	..	..
Heavy tent pitching	12	8	8	8	8	6	6	6	6
Troop movements by motor & rail	4	4	2	2	2	2	2	2	2
Communications in combat	10	6	2	2	2	..	..	..	..
Field rations	2	2	2	2	2	2	2	2	2
Employment of medical field units	82	50	70	70	70	50	50	50	50
Inspections and tests (administrative and training)	52	36	42	42	42	26	26	26	26
Processing	16	16	16	16	16	16	16	16	16
Open time (for make-up, review, and new subjects)	64	64	64	64	64	64	64	64	64
Total hours. (General, basic, technical, tactical, logistical, and field training)	768	576	624	624	624	480	480	480	480
Training in technical specialty. (see detailed program; pars. 8 to 15 incl.)		192	144	144	144	288	288	288	288
Total Hours	768	768	768	768	768	768	768	768	768

*Hours shown in parenthesis are not included in total hours; in the event exercises last beyond midnight, compensating time may be taken from open time

7. Medical Department Basic (521)

a. Detailed Program.

Subject	References	Total Hours	Hours Per Week													
			Basic Military							Technical						
			1	2	3	4	5	6	7	8	9	10	11	12	13	Field
1. Articles of War & Army Regulations	FM 21-100, pars. 9, 17-19; MCM 1928 (see AW 110); AW 1, 2, 12, 13, 14; AW 28 as changed by WD Cir. 273, 1942; AW 58-96; AW 104-107; AW 121; AR 1-5 to 1-15; AR 40-5 to 40-2005; AR 600-100; AR 615-10; AR 615-20; AR 615-275; AR 615-500; AR 750-10; AR 850-20; AR 345-15; AR 615-5; AR 35-1420; AR 35-1440; AR 35-2460; AR 35-2480; AR 35-5520; AR 345-415; AR 35-1540; AW 107; TF 11-235; TF 15-992.	6	2	2	2											
2. Organization of the Army; organization and functions of the arms	FM 4-5, ch. 2; FM 5-5, ch. 1, secs. I-IV; FM 6-5, ch. 2, secs. I, II; FM 8-10, ch. I; FM 17-10, ch. 1; FM 18-5, ch. 2; FM 21-100, ch. 4; FM 31-30, ch. I; FM 100-5, chs. 1-2; FM 101-5, ch. I, secs. I, II, III; FM 101-10; appropriate T/O s.	7	1	1	1	1	1	1	1							
3. Organization and functions of the Medical Department & M.D. units	FM 8-5; FM 8-10; T/O 8-series.	7	1	1	1	1	1	1	1							
4. Military discipline; customs and courtesies	FM 21-50, secs. I-III; FM 21-100, chs. 1-2; FM 22-5, ch. 9, app.; FM 26-5, ch. 2, sec. II; AW 110, MCM; AR 600-10; AR 600-15, AR 600-25; AR 600-30; AR 600-355; AR 615-290; TC No. 70, WD 1943; TF 11-157; TF 11-235; FS 12-3.	8	6								1					1
5. Personal and sex hygiene	FM 8-40, chs. 2, 9, 14; FM 21-10, chs. 5-6, 8-9; FM 21-100, pars. 202, 238-252, 269; FM 8-220, ch. 5, secs. II, VI, VIII; AR 40-205; AR 40-210; TC No. 28, WD 1943; TF 8-154; TF 8-155; TF 8-953; TF 8-999; TF 8-1000; FS 8-57; FS 8-58; FS 8-59; FS 8-63.	8	3	1	1			1	1							

Subject	References	Total Hours	Hours Per Week															
			Basic Military								Technical							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
6. Military sanitation and sanitary appliances	FM 8-10, ch. 3; FM 8-40; FM 21-10, chs. 1-9; FM 21-100, ch. 14, sec. 1; TM 8-220, ch. 5; AR 40-205; AR 40-210; WD Cir. No. 129, 1941; WD Cir. No. 277, 1942; AMB No. 23, Dunham- Military Preventive Medicine; TF 8-1173; TF 8-1174; TF 8-1179; TF 8-993; TF 8-953; TF 8-1000; FS 8-13; FS 8-60; FS 8-61; FS 8-62; FS 8-63; FS 8-64; SGO Cir. Ltr. 118, 1943.	28	1	2	2	2	2	2	2	3	3	3	3	3	2			
7. First aid.	FM 8-35, pars. 6-12, 15; FM 8-50, pars. 31-34; FM 21-11; TM 8-220, pars. 139, 360-366; TM 8-285; TC No. 57, WD 1942; TC No. 61, WD 1942; TF 8-33; TF 8-150; TF 8-1180; FS 8-25 to FS 8-31; FS 8-69; FS 8-70.	8	4	4														
8. Dismounted drill	FM 21-100, chs. 7, 9; FM 22-5, pars. 114-153; TF 7-143; TF 7-144; TF 7-243; TF 7-249; FS 7-23.	46	6	4	3	3	3	3	3	3	3	3	3	3	3	3		
9. Extended order drill; the litter squad	FM 8-35, ch. 2, sec. II; FM 8-55, ch. 3; FM 21-45, ch. 2, sec. III; FM 22-5, ch. 10, sec. I; TF 7-318; TF 7-393.	6	3	3														
10. Interior guard duty	FM 21-100, ch. 10; FM 26-5 and Local Orders; (FM 23-5; FM 23-10; FM 23-35; FM 23-26; whichever is applicable for the particular guard duty); AR 340-25; AR 340-40; AR 600-30; FS 12-2.	7	2	2	1									2				
11. Physical conditioning	FM 21-20, ch. 1-3, 6-7; FM 21-150; FM 21-230; AR 655-110; TC No. 87, WD 1942; TF 11-184; TF 1-486.	27	3	3	3	2	2	2	2	2	2	2	2	2				
12. Equipment, clothing, and shelter tent pitching	FM 21-15, secs. I-V; FM 21-100, chs. 5-6; FM 22-5, ch. 4, sec. II; AR 30-3040; AR 600-35; AR 600-40; AR 615-40; AR 850-5; FS 8-24; FS 12-4.	14	4	3	2	2									1	2		
13. Safeguarding military information	FM 21-45, ch. 7; FM 30-15; AR 380-5; WD Cir. No. 113, 1942; AG Memo. No. S350-31-43, 17 June 43; TC No. 99, WD 1942; TC No. 66, WD 1943; TC No. 15, WD 1943; Pamphlet 21-1; TF 11-205; TF 11-225; TF 11-321; TF 11-324; TF 11-325; TF 30-949; FS 30-3.	5	1	1	1						1						1	

Subject	References	Total Hours	Hours Per Week													
			Basic Military								Technical					
			1	2	3	4	5	6	7	8	9	10	11	12	13	Field
			1	2	3	4	5	6	7	8	9	10	11	12	13	14
14. Knots & lashings	FM 5-35, par. 81; FM 21-105, sec. III; TF 5-202; TF 5-203.	4	1	1	2											
15. Individual security, scouting and parolling, use of cover and concealment	FM 5-15; FM 21-45; FM 21-100, ch. 13; FM 30-30, ch. 5, sec. II; TC No. 34; WD 1943; TC No. 50, WD 1943; TF 7-233; TF 7-234; TF 21-1020; TF 21-1025; TF 21-1026; TF 25-394; FS 5-3; FS 5-10.	16	3	3	3	1	1		3							2
16. Hasty entrenchments and shelter (field fortifications and camouflage)	FM 5-15, secs. I, VIII, IX; FM 5-20, secs. I-IV; FM 21-45; TM 5-267; TC No. 9, WD, 1942; TC No. 52, WD 1942; TF 5-646 to TF 5-649; TF 5-961; TF 7-109; TF 7-110.	14			4	4	2	2								2
17. Hand to hand combat	FM 21-150; TF 21-1024; TF 629-1027	8	2	2	2	2	2									
18. Defense against air and parachute attack	FM 3-15, para. 101-116; FM 21-45, chs. 4, 21-42; FM 25-10, ch. 5, para. 144-148; FM 30-30; FM 30-31; FM 30-38; FM 30-39; FM 100-5, para. 261-273; TM 3-212; TM 3-330; FM 5-310; TM 8-286, App. IV; TC Nos. 47, 73, WD 1941; TC Nos. 28, 67, WD 1942; TC Nos. 32, 67, WD 1943; TF 1-253; TF 1-259; TF 1-294; TF 1-373; TF 1-417 to 1-445; TF 1-753 to 1-755; TF 1-3302; TF 1-3303; TF 3-957; TF 7-108 to 7-110; TF 7-637; FS 1-31; FS 1-38.	8	2	3	2	1										
19. Defense against chemical attack	FM 21-40; FM 21-45, ch. 6; FM 21-100, par. 229; FM 100-5, ch. 6, para. 255-260; TM 3-205; TM 3-215; TM 3-220; TM 8-220, ch. 7; TM 8-286; TC No. 86, WD 1943; TC Nos. 27, 67, WD 1943; TF 3-216 to 3-218; TF 3-660; TF 3-667; TF 3-689; TF 3-1180; FS 3-1 to 3-7; FS 3-15.	12	2	2	2	2	1	1	1	1						

Subject	References	Total Hours	Hours Per Week															
			Basic Military							Technical								
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
20. Defense against mechanized attack	FM 17-10; FM 21-45, ch. 5; FM 21-100, par. 228; FM 25-10, ch. 5; FM 30-40; FM 100-5, pars. 250-254; TC No. 10, WD 1940; TC No. 31, WD 1941; TC No. 20, WD 1943; TF 11-382; TF 11-383; FS 7-29; FS 7-30; FS 7-78; FS 7-91; FS 7-104.	8			1	2	3	1								1		
21. Demolitions (elementary)	FM 5-25; FM 5-30, par. 31; FM 5-35, ch. 3, sec. III; FM 21-105; TM 5-325; TM 9-2900; TC No. 75, WD 1942; TC No. 5, WD 1943; TF 5-572 to 5-574; TF 5-597 to 5-598; FS 9-15; FS 9-30; FS 9-31; FS 9-32.	4		2	1	1												
22. Antipersonnel mines and booby traps	TM 5-325; TC No. 75, WD 1942; TC No. 34, WD 1943; TC No. 50, WD 1943; TF 5-954; TF 21-1025; TF 25-394.	8					8											
23. Mines and mine fields	FM 5-25, sec. VII; FM 5-30, par. 24; FM 5-35, par. 140; TM 5-325; TC No. 14, WD 1943; TC No. 20, WD 1943; TC No. 62, WD 1943; FS 5-24; FS 5-25.	8					8											
24. Infiltration course	FM 21-45, ch. 2, sec. III; Memo S350-26-43, dated 25 Apr. 1943.	2					2											
25. Map and aerial photograph reading (elementary)	FM 21-25; FM 21-26; FM 21-30; FM 21-100, ch. 12; TF 5-12; TF 7-233.	12		3	3	2	2	2										
26. Marches and bivouacs	FM 21-10, ch. 8; FM 21-25, ch. 3; FM 21-100, ch. 11, secs. I, II; FM 25-10, ch. 3; FM 100-5, chs. 8, 9, 10; TC No. 87, WD 1942; TF 7-109; TF 7-110; FS 4-2; FS 7-22; FS 8-60.	72	1	2	3	3	3	4	4	5	5	6	6	7	7	8	8	
27. Night operations*	FM 21-45, pars. 54-63; FM 25-10, pars. 46, 68, 103; FM 100-5, ch. 12, sec. III; TC No. 44, WD 1942; TC No. 56, WD 1942, pars. 88-91; TF 7-233; TF 7-275; TF 11-557.	(52)		(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(4)	(8)	(8)	(8)	
28. Army orientation course	AG Memo W350-236-43, dated 30 Aug. 1943; "Army Orientation Course," WD Information Memorandum No. 3.	16	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	

Subject	References	Total Hours	Hours Per Week													
			Basic Military				Technical									
			1	2	3	4	5	6	7	8	9	10	11	12	13	14
15	16															
TECHNICAL																
29. Transportation of sick and wounded	FM 8-35; FM 21-45, ch. 2, sec. III; FM 22-5, ch. 10, sec. I; TF 8-33; FS 8-16; FS 17-27. TM 8-220, ch. 2.	14	1	1						1	1	2	2	2	2	2
30. Anatomy and physiology	TM 8-220, ch. 2.	15					1	1	2	2	2	2	2	1	1	1
31. Nomenclature and care of organizational equipment	FM 8-10, App. I, II, III; TM 8-220, ch. 6; M.D. Supply Catalog; T/BA 8.	8									1	2	2	2	2	1
32. Field medical records	FM 8-45; TM 8-220, ch. 6; AR 40-1025	7					1	1	2	1	1	1				
33. Emergency medical treatment (bandaging and dressing, splints, and splinting).	FM 8-50; FM 21-10, ch. 10; FM 21-100, ch. 14, sec. II; TM 8-220, ch. 3; TF 8-33; TF 8-150; FS 8-25 to 8-31; FS 8-35 to 8-37; FS 8-50; FS 8-51.	76	3	2	1	1	1	10	10	9	9	9	8	7	7	7
34. Treatment of gas casualties	FM 21-40, ch. 6; TM 3-205, par. 448; TM 8-220, ch. 7; TM 8-285; TC No. 4, WD 1942; TF 8-1180; FS 3-1.	10					1	2	2	2	2	1				
35. Medical and surgical nursing	FM 8-45; TM 8-220, ch. 4; TM 8-260; TM 8-500; AR 40-530; AR 40-1005; AR 40-1025.	20								2	2	2	2	4	5	5
36. Materia medica and pharmacy	TM 8-210; TM 8-220; TM 8-233.	7							1	1	1	1	1	1	1	1
37. Heavy tent pitching	FM 8-5, App. I; FM 21-15, sec. VI; FS 7-18; FS 7-19; FS 7-22; FS 8-39.	12				3	3	2	2					2		
TACTICAL, LOGISTICAL AND FIELD																
38. Troop movements by motor and by rail	FM 22-5, par. 190; FM 25-10, sec. V; FM 100-5, ch. 9; FM 100-10, ch. 9, sec. 1; TM 10-460; TM 5-400; AR 55-110; AR 55-120; AR 55-145; WD Cir. No. 355, 1942.	4								2						2

Subject	References	Total Hours	Hours Per Week																
			Basic Military								Technical								
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
39. Communications in combat	FM 11-5, ch. 8; FM 24-5, chs. 2, 3, 5, 6; TF 11-671; TF 11-1064; FS 7-89.	10									2	2	2	2	2				
40. Field rations (preparation of field rations)	FM 21-100, ch. 15; TM 10-405, ch. 1, sec. V; WD, Cir. 111, 29 April 1943, (Sec. I).	2					2												
41. Employment of medical field units																			
a. Regimental and battalion aid stations	FM 7-30, ch. 2; FM 8-5, ch. 2; FM 8-10, ch. 2, sec II; FM 8-35; FM 8-45; FM 8-55; FM 21-11; FM 100-10; FM 101-10; TM 8-220; TF 8-33; TF 8-150; FS 8-50.	8									4	4							
b. Collection and evacuation of casualties from the field (day & night)	FM 8-5, chs. 3-6; FM 8-10; FM 8-35; FM 8-55, ch. 7, sec. IV; FM 100-10; FM 101-10; FS 8-23; FS 8-50.	6										4	2						
c. Ambulance evacuation (driving-shuttle and convey; care of casualties)	FM 8-5; FM 8-10, ch. 2, sec. IV; FM 8-35, ch. 5; FM 8-55, ch. 7; FM 25-10, ch. 3; TF 8-33; FS 8-16; FS 8-23.	2											2						
d. Operation of clearing elements; emergency medical treatment	FM 8-5, chs. 3-6; FM 8-10, ch. 2; FM 8-55; FS 8-23; FS 8-50; FS 8-51.	6													2	2			
e. Transportation and supply requirements; procurement and issue of supplies	FM 8-5; FM 8-10, ch. 2, sec. I, ch. 11, sec. VI; FM 8-45; FM 8-55, ch. 5; FM 100-10; FM 101-10, ch. 6, sec. VI; FS 8-23; FS 8-73; FS 10-94; FS 10-95.	2														2			
f. Functions and combat dispositions of sections, elements, & echelons of medical battalions and regiments	FM 8-5, chs. 3-6; FM 8-10, ch. 2; FM 8-45; FM 8-55; FM 21-11; FM 100-10; FM 101-10; FS 8-23.	2															1	1	

Subject	References	Total Hours	Hours Per Week															
			Basic Military								Technical							
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
g. Field exercise—operation and functions of medical battalions	FM 8-5, chs. 3-6; FM 8-10; FM 8-35; FM 8-45; FM 8-55; FM 21-10; FM 21-11; FM 100-10; FM 101-10; FS 8-23.	10																10
h. Operation and function of evacuation hospitals	FM 8-5, ch. 9, sec. I; FM 8-10, par. 168.	2														2		
i. Operation and functions of fixed hospitals (field, general and station)	TM 8-260.	2														2		
j. Operation and functions of medical gas treatment battalion	FM 101-10, par. 143.	2														2		
k. Field exercise—operation and functions of unit	FM 8-5; FM 8-10.	40																16 24
42. Inspections and tests (administrative and training)	FM 21-5, par. 69; FM 21-15, sec. IV; FM 21-100, chs. 6-7; FM 22-5, ch. 9, sec. IV; TM 10-545; AR 40-205; AR 265-10; AMB No. 23, Dunham: Military Preventive Medicine.	52	2	4	2	4	2	4	2	2	2	4	4	4	4	4	4	4
43. Processing		16	4	2	1	1												4 4
44. Open time (for make-up, review and new subjects)		64	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Total Hours		768	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48	48

*Hours shown in parenthesis are not included in total hours; in the event exercises last beyond midnight, compensatory time may be taken from open time.

b. Scope of Instruction. The scope of instruction, objectives and minimum standards of proficiency for basic subjects will conform to MTP 21-1, "Mobilization Training Program for Supply and Administration Services of the Army Service Forces," dated 1 March 1943, and to MTP 21-2, "Mobilization Training Program for Enlisted Personnel of the Army Service Forces," dated 1 August 1943.

(1) Articles of War and Army Regulations. A knowledge of the punitive Articles of War, the penalties for violation, and the methods of administering military justice. The purpose and use of pertinent Army Regulations to include pay and allotment, insurance, deposits, furloughs, promotions, and use of mails.

(2) Organization of the Army; organization and functions of the Arms. An understanding of the fundamental organization of the Army and the organization and functions of the various arms to which Medical Department enlisted men are attached.

(3) Organization and functions of Medical Department units. An understanding of the fundamental organization of the Medical Department and basic organization and function of medical detachments, separate companies, and battalions; field hospitals, medical personnel with combat teams and task forces.

(4) Military discipline, customs and courtesies. The development of a high standard of courtesy; an understanding of the necessity for discipline. Instruction in the essentials of correct military conduct should be supplemented by continuous attention to its application during all subsequent periods.

(5) Personal and sex hygiene. An understanding of the importance of personal hygiene including a thorough knowledge of the importance of sex hygiene, and the methods of preventing venereal disease.

(6) Military sanitation and sanitary appliances. Group sanitation and the rules for maintaining sanitary conditions; construction and function of sanitary installations and expedients. This training will be emphasized in connection with marches and bivouacs.

(7) First aid. An understanding of the proper rendering of first aid to the wounded and gassed; practice in the use of the first aid packet and tourniquet.

(8) Dismounted drill. Ability to execute individual movements and those of close order formation with reasonable precision.

(9) Extended order drill: the litter squad. The time on extended order drill is to be employed in learning the proper technique of individual and group movements under fire; the advantages of terrain; cover and concealment for the litter squad.

(10) Interior guard duty. Knowledge of the duties of a sentry on interior guard duty, and the importance of guard duty for the protection of the command as a whole.

(11) Physical conditioning. The promotion of health, strength, and endurance to withstand the hardships of campaign and to teach coordination of mind and body movement; participation in group calisthenics for improving the physical condition; hardening of the individual will be accomplished by group games, obstacle courses, etc.

(12) Equipment, clothing, and shelter tent pitching. Practical knowledge of the correct manner of displaying clothing and equipment; the care and preservation of equipment and clothing; the assembling and adjusting of the pack; the pitching and striking of shelter tents; inspection formations.

(13) Safeguarding military information. The necessity for care in action, conduct and speech so as not to disclose vital military information.

(14) Knots and lashings. Elementary instructions in commonly used knots and lashings.

(15) Individual security, scouting and patrolling, use of cover and concealment. Knowledge of the essentials of scouting and patrolling and the use of cover and concealment; an understanding of the necessity for exercising care and caution in all actions; the advantages of terrain

(16) Hasty entrenchments and shelter (field fortifications and camouflage). An understanding of the location and hasty construction of individual shelter and the use of camouflage; cover and concealment.

(17) Hand to hand combat. Basic knowledge of fighting when armed or unarmed.

(18) Defense against air and parachute attack. A knowledge of the structure and markings which will assist in the recognition and identification of friendly and hostile aircraft; passive measures of defense against enemy aircraft, paratroops, and airborne troops.

(19) Defense against chemical attack. The Army gas mask nomenclature and functioning; practice in the use, wearing, and inspection of the gas mask; elementary knowledge of how and when the enemy may use chemical (gas) agents.

(20) Defense against mechanized attack. A knowledge of the structure and markings which will assist in the recognition and identification of friendly and hostile mechanized vehicles; passive measures of defense against enemy armored troops; individual, passive and mechanized defense.

(21) Demolitions. The basic elementary instruction on how to make up and fire charges and the fundamental protective measures used in handling explosives.

(22) Antipersonnel mines and booby traps. Explanation and practice in arming and disarming the 3 types of firing devices, followed by a practical demonstration of typical installations. Practice in activating and deactivating installations.

(23) Mines and mine fields. Lecture and demonstration on anti-tank mines: Laying hasty and deliberate mine fields: Searching and clearing deliberate mine fields.

(24) Infiltration course. The infiltration course must be covered twice by each student. Practice has indicated a second attempt overcomes the first errors and fears. The time is also allotted for a "dry run" prior to actual run.

(25) Map and aerial photograph reading. This instruction applies to the use of military maps, conventional signs, and symbols; orientation on all types of maps to include common road maps, military maps and aerial photographs; practical applicatory exercise in the field.

(26) Marches and bivouacs. An understanding of march discipline and technique. Ability to march with a unit carrying full field equipment and to occupy and break bivouac. During this training opportunities should be created for supplementing and practicing the instruction contained in subjects 5, 6, 7, 10, 12, 15, 16, 19, 20 and 27.

(27) Night operations. Orientation, conduct, and requirements for night operations. This training will be emphasized in connection with marches and bivouacs.

(28) Army orientation course. The citizen and his relations to his government and Army; the soldier's attitude, spirit and morale; the international situation as it affects this country.

(29) Transportation of sick and wounded. A knowledge of the methods of transporting sick and wounded with or without litters, methods of loading and unloading ambulances, and the proper procedure for removal of casualties from aircraft and armored vehicles.

(30) Anatomy and physiology. A knowledge of the general structure and functions of the skeletal and the muscular system, and the heart circulatory system, the respiratory, digestive, and nervous systems; the relationship of these subjects to first aid and emergency medical treatment.

(31) Nomenclature and care of organizational equipment. This time is to be utilized in familiarizing individuals with equipment and supplies peculiar to the Medical Department and the proper care of equipment.

(32) Field medical records. A knowledge of all Medical Department field records and the correct use of each.

(33) Emergency medical treatment. A knowledge of wounds and care of wounds; control of hemorrhage, prevention and treatment for shock; splints and splinting; bandages and bandaging.

(34) Treatment of gas casualties. A knowledge of the effects of war gases and methods of emergency treatment of chemical casualties.

(35) Medical and surgical nursing. Care and treatment of sick and wounded in field installations to include admission of patients; improvised beds and bedmaking, taking pulse, temperature and respiration, isolation of gas and contagious cases, use of urinals, bedpans, and other improvised sanitary appliances.

(36) Materia medica and pharmacy. Derivation, nomenclature, and therapeutic action of the more important drugs; care and storage of drugs.

(37) Heavy tent pitching. This instruction time is to be devoted to the demonstration and application of correct methods of pitching and striking the pyramidal tent, wall tents and flies, the medical ward tent, latrine screens and in the proper handling, care and storage of canvas.

(38) Troop movements by motor and by rail. This time is to be utilized in training individuals and groups to properly entruck and detruck, entrain and detrain, load and unload individual and organization equipment during hours of daylight and darkness; use of transportation requests and proper conduct to be observed on trains.

(39) Communications in combat. This time will be devoted to familiarizing individuals with means and methods employed in preparing, recording, and transmitting field messages; operation of the message center.

(40) Field rations. This time will be devoted to individual

familiarization with various types of rations, especially types C, D, and K, and an understanding of the components and different procedures in preparation of these rations.

(41) Employment of medical field units. Include the establishment and operation of stations; collection and treatment of casualties in the field; ambulance evacuation; operation of clearing elements; transportation and supply of units; operation and functions of medical battalions, evacuation hospitals, fixed hospitals, medical gas treatment battalion and their preparation for participation with the associated arms in field exercises and under combat conditions.

(42) Inspections and tests (administrative and training). This time is applicable to both administrative and training inspections and tests.

(43) Processing. This time will be used for issuing of equipment, physical examinations, immunizations, and the completion of papers, forms, and records required prior to movement overseas (see P.O.M.).

8. Medical and Surgical Technician, Basic (521)

a. Detailed Program.

(See Par. 7 for the period 1st-6th weeks and 15th-16th weeks incl.)

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
BASIC													
Military discipline; customs and courtesies.	(See par. 7 for details, references, and scope of instruction. So far as is practicable this continuation of basic training will be conducted concurrently by all elements. The hours in parenthesis under "night operations" are not included in total hours. Physical conditioning is here differentiated from mass calisthenics, hardening of the individual will be accomplished by group games, the obstacle course, road marches, hand to hand fighting, etc.)	1					1						
Personal and sex hygiene.		2	1						1				
Military sanitation and sanitary appliances.		12	2	2	2	2	2	2					
Dismounted drill.		14	2	2	2	2	2	2	2				
Interior guard duty.		2									2		
Physical conditioning.		11	2	2	2	2	2	1					
Equipment, clothing and shelter tent pitching.		2									1	1	
Safeguarding military information.		1				1							
Individual security, scouting and patrolling, use of cover and concealment.		5		3								2	
Hasty entrenchments and shelter (field fortifications and camouflage).		2										2	
Defense against chemical attack.		3	1	1	1								
Defense against mechanized attack.		2	1									1	
Marches and bivouacs.		35	1	2	3	4	5	6	7	7			

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
Night operations.		(20)			(4)		(4)		(4)		(8)		
Army orientation course.		8	1	1	1	1	1	1	1	1	1		
TECHNICAL (Common)													
Transportation of sick & wounded.	(See par. 7 for details and references. So far as is practicable this continuation of basic training will be conducted concurrently by all elements).	12		1	1	2	2	2	2	2			
Nomenclature and care of organizational equipment.		8				1	2	2	2	1			
Field medical records.		5	2	1	1	1							
Emergency medical treatment (bandaging and dressing, splints and splinting).		8	1	1	1	1	1	1	1	1			
Treatment of gas casualties.		7	2	2	2	1							
Heavy tent pitching.		2	2										
Troop movements by motor and by rail.		2			2								
Communications in combat.		6	2	2	2								
Inspections and tests (administrative and training).		10				2	2	2	2	2			
Total Hours (basic and common technical).		160	20	20	20	20	20	20	20	20			
TECHNICAL (Specialty)													
General.	TM 8-220, ch. 6, sec. III.	7	4	3									
Anatomy and physiology.	TM 8-220, ch. 2.	14	5	3	2	2	1	1					
Materia medica and pharmacy.	TM 8-233, chs. 5, 6, 7.	8		2	4	2							
Care and treatment of patients.	FM 8-35, chs. 2, 3, 4, 5; FM 8-50, secs. II, III, IV; TM 8-220, chs. 2, 3, 4, 7; TM 8-260, ch. 4; TM 8-285; AR 40-590.	96	12	12	12	12	12	12	12	12			
Diets.	TM 8-220, pars. 331, 336, 382; TM 8-500	5				1	1	1	1	1			
Ward records.	FM 8-45; TM 8-220, ch. 6, sec I.	14	1	2	2	2	2	2	2	1			
Ward management.	FM 8-40, ch. 12; FM 8-45, secs. VI, VII; TM 8-220, chs. 4, 6; TM 8-260, par. 152; AR 40-590; AR 40-1005; AR 40-1025.	32			2	3	6	6	7	8			

Subject	References	Total Hours	Hours Per Week									
			7	8	9	10	11	12	13	14		
Inspections and tests.		16	2	2	2	2	2	2	2	2		
Total Hours (Specialist training)		192	24	24	24	24	24	24	24	24		
Open time.		32	4	4	4	4	4	4	4	4		
Total Hours		384	48	48	48	48	48	48	48	48		

b. Scope of Instruction for Medical and Surgical Technicians, Basic.

General. Responsibility for public property, Medical Department property lists, issue, exchange and credit; patients' property and effects; personal effects in case of death; care of linen (soiled and clean); special linen.

Anatomy and physiology. Development of the body (general only); varieties of tissue; the skeleton; muscular system; functions of the voluntary and involuntary muscles; the heart and circulation; the lymphatic system; the respiratory system; the digestive system; the nervous system; the excretory and genito-urinary systems; emphasis to be placed on the close relationship between physiology and anatomy and emergency medical treatment on the battlefield and in the receiving ward.

Materia medica and pharmacy. Fundamentals of materia medica and pharmacy; medicine and medicinal agents used in the field and in wards; measurements and dosages.

Care and treatment of patients. To include emergency medical treatment, treatment of gas casualties; medical and surgical nursing; admission and bathing of patients; take and record pulse, temperature, and respirations; changes in appearance of patients; bed-making and the changing of linens; use of urinals and bedpans; alcohol rubs; care of hair, mouth, and nails of patients; administration of medicines, routines and special; ice-packs, hot water packs, use and cautions in placing them; enemas (all types), their composition, preparation, use, and methods of administration; structure and mechanism of sterilizers; preparation of linens and instruments for sterilization; antisepsis, and asepsis as applied in preparation of patients, surgeon and assistants.

Diets. Care of dishes; set-up of trays; size of serving; diets (light, soft, liquid, regular and special).

Ward records. Admission cards and Medical Department 55-series forms; inter-ward transferral cards; diet lists; ward morning report; laundry lists; roster, disposition and seriously ill; patients passed list; notice of death; duty cases; filing of all records.

Ward management. Duties of ward masters; duties of ward attendants; ward discipline; prison wards; care of ward supplies, medicines, narcotics, and poisons; isolation and care of communicable diseases; care of and reports in connection with seriously ill and insane; care of mail and telegrams.

9. Dental Technician, Basic (Chair Assistant) (521).

a. Detailed Program.

(See Par. 7 for the periods 1st-6th weeks and 11th-16th weeks, incl.).

Subject	References	Total Hours	Hours per week				
			7	8	9	10	
BASIC							
Military sanitation and sanitary appliances.	(See Par. 7 for details, references, and scope of instructions. So far as is practicable this continuation of basic training will be conducted concurrently by all elements. The hours in parenthesis under "night operations" are not included in total hours. Physical conditioning is here differentiated from mass calisthenics; hardening of the individual will be accomplished by group games, the obstacle course, road marches, hand to hand fighting.)	8	2	2	2	2	
Dismounted drill.		8	2	2	2	2	
Physical conditioning.		4	1	1	1	1	
Safeguarding military information.		1				1	
Defense against chemical attack.		2	1		1		
Defense against mechanized attack.		1	1				
Individual security, scouting and patrolling		2		2			
Marches and bivouacs.		2			1	1	
Night operations.		(8)		(4)		(4)	
Army orientation course	4	1	1	1	1		
Total Hours (Basic)		32	8	8	8	8	
TECHNICAL (Specialty)							
Orientation—general duties.	TM 8-225, ch. 6.	2	2				
Anatomy and physiology.	TM 8-220, ch. 2, sec. II; TM 8-225; standard text.	12	6	3	3		
General care of dental clinic.	TM 8-225, ch. 6.	10	6	4			
Dental supplies and equipment.	TM 8-220, ch. 6; AR 40-15, secs. III and V.	10	5	3	2		
Care of equipment and supplies.	TM 8-225, ch. 6, sec. IV.	10	4	3	3		
Duties at the chair.	TM 8-220, ch. 5; TM 8-225, ch. 6, sec. I.	10		3	3	4	
Clerical duties.	TM 8-220, ch. 6.	10		3	3	4	
Diagnosis, dental treatment, materia medica and therapeutics.	FM 8-35; TM 8-220, ch. 3, sec. II, ch. 4, sec. V; TM 8-225.	8	2	2	2	2	
Oral hygiene.	TM 8-220, ch. 4, sec. II, ch. 5, sec. VIII, par. 205.	6	2	2	2		
MD chest No. 60 and kits (transporting setting up and packing dental field equipment).	TM 8-220, chs. 5 and 6.	10	2	2	4	2	
Sterilization, dressings and bandages.	TM 8-225, ch. 6, sec. III.	6		2	2	2	
Personal hygiene of dental personnel.	TM 8-225, ch. 6, sec. I.	6	2	2	1	1	
Practical application (on duty assignment).		40	4	6	10	20	
Examinations.		4	1	1	1	1	

Subject	References	Total Hours	Hours per week			
			7	8	9	10
Total Hours (Special- ist training).		144	36	36	36	36
Open time.		16	4	4	4	4
Total Hours		192	48	48	48	48

b. Scope of Instruction for Dental Technicians, Basic.

Anatomy and physiology. General structure and function of upper and lower teeth, bones of head, and muscles of mastication.

Care of dental clinic. Arrangement and care of operating room, chairs, and linen; sterilization of instruments and glassware.

Dental supplies and equipment. Medical Department property cards (issue, exchange, credit), requisitions, laundry lists.

Care of equipment and supplies. Expendable and non-expendable property, medicaments, instruments, lathes, vulcanizers, and miscellaneous items.

Duties at chair. Preparation of mouth and teeth, instrumentation and polishing, composition of dental fillings, instructions to patients.

Clerical duties. Daily routine; forms; report of dental service; register of patients; daily work sheet; clinic records; dental survey.

Diagnosis, dental treatment, materia medica, and therapeutics. Dental caries; diseases of the mouth; saliva, deposits, and accretions upon teeth; dental prescriptions.

Oral hygiene. Dental prophylaxis; oral bacteriology; smear preparation and staining; micro-organisms of the mouth.

M.D. Chests and Kits. Contents, packing, loading, transporting, setting up and use of M.D. Chest 60 and Dental Kits.

Sterilization of dressings and bandages. Preparation, wrapping, of dressings and packs; loading, operation and unloading of sterilizer; care of sterilized packs.

Personal hygiene. Bathing; oral hygiene; care of hair, hands, and fingernails; clothing.

10. Veterinary Technician, Basic (521).

a. Detailed Program.

(See Par. 7 for periods 1st-6th and 11th-16th weeks, incl.)

Subject	References	Total Hours	Hours per week			
		7	8	9	10	
BASIC						
Military sanitation and sanitary appliances.	(See Par. 7 for details, references, and scope of instructions. So far as is practicable this continuation of basic training will be conducted concurrently by all elements. The hours in parenthesis under "night operations" are not included in total hours. Physical conditioning is here differentiated from mass calisthenics; hardening of the individual will be accomplished by group games, the obstacle course, road marches, hand to hand fighting, etc.).	3	2	2	2	2
Dismounted drill.		3	2	2	2	2
Physical conditioning.		4	1	1	1	1
Safeguarding military information.		1				1
Defense against chemical attack.		2	1		1	
Defense against mechanized attack.		1	1			

Subject	References	Total Hours	Hours per week			
			7	8	9	10
Individual security and scouting and patrolling		2		2		
Marches and bivouacs.		2			1	1
Night operations.		(8)		(4)		(4)
Army orientation course		4	1	1	1	1
Total Hours (Basic)		32	8	8	8	8
TECHNICAL (Specialty)						
Elementary anatomy and physiology.	FM 25-5, ch. 3; FS 8-38; appropriate textbooks.	21	9	9	3	
Field veterinary records.	FM 8-5; AR 40-2000 series.	5	2	2	1	
Transportation of casualties.	FM 25-5; AR 40-2035.	10	2	2	2	4
Medical aid (splints and splinting; bandages and dressings).	FM 25-5, par. 137.	66	18	18	15	15
Medical and surgical nursing (animals).	FM 25-5; AR 40-2690.	16	3	3	5	5
Unit training (veterinary elements).	FM 6-5; FM 8-10; appropriate T/O's.	26	2	2	10	12
Total Hours (Specialist training)		144	36	36	36	36
Open time.		16	4	4	4	4
Total Hours		192	48	48	48	48

b. Scope of Instruction for Veterinary Technicians, Basic.

Anatomy and physiology. General structure of service and experimental animals; nomenclature and functions of systems and organs.

Veterinary records. Routine forms, reports, registers, records, and work sheets.

Transportation of casualties. Lead lines, ambulance loading and unloading, transportation of animals by rail and water.

Medical aid. Bandaging and dressing; splinting; emergency medical and surgical treatment of wounded and gassed animal casualties.

Medical and surgical nursing. Admission of patients (animal); taking and recording temperature; care of hair and feet; administration of medicine.

Unit training. Functions of veterinary units; establishment and operation of installations, collection, treatment, and evacuation of casualties in the field both day and night.

11. Sanitary Technician, Basic (196).

a. Detailed Program.

(See Par. 7 for periods 1st-6th and 11th-16th weeks, incl.)

Subject	References	Total	Hours per week				
		Hours	7	8	9	10	
BASIC							
Military sanitation and sanitary appliances.	(See Par. 7 for details, references, and scope of instruction. So far as is practicable this continuation of basic training will be conducted concurrently by all elements. The hours in parenthesis under "night operations" are not included in total hours. Physical conditioning is here differentiated from mass calisthenics; hardening of the individual will be accomplished by group games, the obstacle course, road marches, hand to hand fighting, etc.)	8	2	2	2	2	
Dismounted drill.		8	2	2	2	2	
Physical conditioning.		4	1	1	1	1	
Safeguarding military information.		1				1	
Defense against chemical attack.		2	1		1		
Defense against mechanized attack.		1	1				
Individual Security, scouting and patrolling		2		2			
Marches and bivouacs.		3			1	1	
Night operations.		(8)		(4)		(4)	
Army orientation course	4	1	1	1	1		
Total Hours (Basic)		32	8	8	8	8	
TECHNICAL (Specialty)							
Basic principles of military sanitation.	FM 8-40, ch. 1, sec. I, ch. 2; FM 21-10, chs. 1, 2; AMB 23 chs. 1, 2.	7	7				
Control of respiratory diseases and housing.	FM 8-40, ch. 2, sec. II; FM 21-10, ch. 3; AMB 23, chs. 3-4; FS 8-63.	9	6	3			
Food-borne diseases of the intestinal tract and mess sanitation.	FM 8-40, ch. 2, sec. III, chs. 5-7; FM 21-10, ch. 4, secs. I, II, V, VI; AMB 23, chs. 5, 8-10, 12, 18; TF 8-1173; FS 8-61.	14	8	6			
Disposal of wastes.	FM 8-40, ch. 4; FM 21-10, ch. 4, sec. IV; AMB 23, chs. 13-17; TF 8-1179; FS 8-60.	34	8	8	8	10	
Water treatment and purification.	FM 8-40, ch. 3; FM 21-10, ch. 4, sec. III; AMB 23, chs. 6-7; TF 8-1174; FS 8-62.	24	6	6	6	6	
Insect-borne diseases and control of insects.	FM 8-40, chs. 8-10; FM 21-10, ch. 5; AMB 23, chs. 19-23; TF 8-953; FS 8-64.	28		10	10	8	
Control of venereal diseases.	FM 8-40, ch. 2, sec. V; FM 21-10, ch. 6; AMB 23, ch. 24; TF 8-154; FS 8-57; FS 8-58; FS 8-59.	3	1	1	1		
Mass physical examinations and mass immunization.	FM 8-40, ch. 13; AMB 23, ch. 27	4		2	1	1	
Sanitary surveys, reports, and orders.	FM 8-40, ch. 11; FM 21-10, ch. 8, sec. II; AMB 23, ch. 26.	11			5	6	
Vital statistics.	FM 8-40, ch. 15; AMB 23, ch. 28	10			5	5	
Total Hours (Specialist training)		144	36	36	36	36	
Open time.		16	4	4	4	4	
Total Hours		192	48	48	48	48	

b. Scope of Instruction for Sanitary Technicians, Basic.

Basic principles of sanitation. Responsibility for sanitation; classification, transmission, and control of communicable diseases.

Control of respiratory diseases. General, ventilation, heating, bed spacing, cubicles, quarantine, medical inspections, and hygiene.

Food-borne diseases. Sanitary control; diseases; messes; inspection of meats, poultry, milk, and products.

Disposal of wastes. Sanitary control of sewerage, human, animal, and kitchen wastes.

Water treatment and purification. Purification and disinfection of temporary water supplies; testing for purity.

Insect-borne diseases. Control procedure for fly, mosquito, lice, ticks, and other insects, and the diseases borne by these insects.

Control of venereal diseases. Classification, prophylaxis, physical inspections. Education, recreational, and restrictive measures.

Examinations and immunizations. Standards, scope, requirements, boards, forms, inspections.

Sanitary surveys, reports, orders, and statistics. Inspection, reports, tabulations, and calculation of rates.

12. Clerk, General (055).

a. Detailed Program.

(See Par. 7 for 1st-6th and 15th-16th weeks, incl.)

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
BASIC													
Military discipline, customs and courtesies.	(See Par. 7 for details, references, and scope of instructions. So far as is practicable this continuation will be conducted concurrently by all elements. The hours in parenthesis under "Night operations" are not included in total hours. Physical conditioning is here differentiated from mass calisthenics; hardening of the individual will be accomplished by group games, the obstacle course, road marches, hand to hand fighting).	1					1						
Military sanitation and sanitary appliances.		12	2	2	2	2	2	2					
Dismounted drill.		12	2	2	2	2	1	1	1	1			
Interior guard duty.		1								1			
Physical conditioning.		6	1	1	1	1	1	1					
Equipment, clothing and shelter tent pitching.		1								1			
Safeguarding military information.		1					1						
Individual security, scouting and patrolling, use of cover and concealment.		1		2								1	
Hasty entrenchments and shelter (field fortification and camouflage).		1										1	
Defense against chemical attack.		1	1		1								
Defense against mechanized attack.		1	1										

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14	15	16	17
Marches and bivouacs.		15			1	1	2	3	4	4			
Night operations.		(20)		(4)		(4)		(4)		(8)			
Army orientation course.		8	1	1	1	1	1	1	1	1			
Total Hours (Basic)		64	8	8	8	8	8	8	8	8	8	8	8
TECHNICAL (Specialty)													
Orientation:													
Organization of class.		1	1										
Issue of equipment.		1	1										
Outline of the course.		1	1										
Attitude and responsibility of the clerk.	TM 12-250, pars. 118-138; TM 12-252, pars. 297-327.	1	1										
Organization of the Army:													
Army organization to divisions.	TM 12-252, par. 7.	1	1										
Regimental and company headquarters.	TM 12-250, pars. 139-154; TM 12-252, pars. 27-44, 149-164; AR 15-5, par. 7; AR 310-60, pars. 7-12; AR 345-5.	1	1										
Relation of 1st Sgt. and company clerk to company commander.	TM 12-250; TM 12-252, pars. 45-49.	1	1										
Chain of command.	TM 12-252, pars. 15-18; AR 600-10; AR 600-15.	1	1										
Typing and machine operation:													
Touch typing.	TM 12-252, pars. 323-379; standard texts.	80	10	10	10	10	10	10	10	10	10	10	10
Mimeograph operation.		4			2	2							
Stencil cutting.		2					2						
Stylus.		2						2					
Charts and drawings.		2								2			
Ditto machine.		1											1
Adding machine.		1											1
Correspondence and filing:													
Authorized abbreviations.	AR 850-150.	1		1									

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
Channels of communication.	TM 12-252, pars. 15-26, 201; AR 140-15; AR 145-10; AR 340-15.	2	2										
Military letters, inclosures, and indorsements.	TM 12-252, pars. 186-237; AR 340-15.	12	4	4	4								
Classified correspondence.	TM 12-250, pars. 187-198; TM 12-252, par. 294; AR 340-15; AR 345-620; AR 380-5.	2											2
Non-military letters.	TM 12-252, par. 238; AR 340-5.	1		1									
Grammar, spelling and punctuation.	TM 12-252; pars. 380-389; standard texts.	8				2	1	2	2		1		
Telegram, radiogram, and cablegram.	TM 12-252, pars. 239-243; AR 340-15, par. 93.	1											1
Company correspondence file; decimal file; precedent or policy file; suspension file.	TM 12-250, par. 117; TM 12-252, pars. 250-296, App.; AR 345-620; WD Decimal File System	8				2	2	2	2				
Company records and reports:													
Morning report.	TM 12-252, pars. 64-69, App.; TM 12-255, Par. 4, App.	4	4										
Ration return.	TM 12-250, pars. 408-415; AR 38-2210; AR 345-400, par. 44; AR 345-900.	1		1									
Daily sick report and immunization record.	TM 12-250, pars. 88-96; TM 12-252, pars. 99-108, App.; TM 12-255, pars. 5, 43, App.; AR 345-415.	2		1	1								
Duty roster.	TM 12-250, pars. 97-108; TM 12-252, pars. 109-118, App.; AR 345-25.	1			1								
Report of change.	TM 12-250, pars. 404-407; TM 12-252, pars. 70-72, App.; TM 12-255, par. 34, App.; AR 345-5; AR 345-800.	1			1								
Promotion and reduction of enlisted men.	TM 12-225, sec. V; TM 12-250, ch. 5, sec. I, par. 227; TM 12-252, pars. 210-211, App.; AR 615-5.	2										2	
Company orders.	TM 12-252, pars. 57-59; AR 310-50.	2			2								
Personnel rosters.	TM 12-250, pars. 416-420; TM 12-252, App.; TM 12-255, par. 36, App.	2				2							
Company funds, council book.	TM 12-250, pars. 42-50; TM 12-255, pars. 38, 48, 49; AR 210-50.	3					2	1					

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
Strength returns.	AR 345-900.	1									1		
Report desertion, descriptive list of deserters, report of apprehension of deserters.	TM 12-252, App.; TM 12-255, sec. II, par. 22, App.	2									2		
Company property & supplies:													
Requisitions.	TM 12-252, App.; TM 12-255, sec. XXIII, XXIX, pars. 39, 40, App.; AR 35-5540; AR 35-6540.	2		1	1								
Memo receipts.	TM 12-250, ch. 2; TM 12-252, App.; TM 12-255, secs. XXIII, XXIX, par. 42, App.	1		1									
Individual clothing and equipment record.	TM 12-250, pars. 16-21; TM 12-252, App.; TM 12-255, secs. XXIV, XXV, pars. 16, 17, App.; AR 10-50; AR 20-35.	2			2								
Statement of charges.	TM 12-250, pars. 289-296; TM 12-255, sec. XXXVII, App.; AR 35-6620; AR 35-6640; AR 345-125; AR 345-300.	1				1							
Reports of survey	TM 12-250, par. 199; TM 12-252, App.; TM 12-255, secs. XXIII to XXIX, App.; AR 30-2145; AR 30-3000; AR 35-6640.	2						2					
Laundry and miscellaneous reports.	AR 30-2135.	1									1		
Locator cards.	TM 12-252, par. 153, App.	1									1		
Company property book.	WD Cir. No. 405, 1942; WD Cir. No. 170, 1943	1										1	
Military discipline:													
Courts-martial	MCM 1928.	2	2										
Charge sheets.	TM 12-252, pars. 176-177, App.; TM 12-255, sec. XVIII.	4		4									
Company punishment.	TM 12-250, pars. 108-113, TM 12-255, sec. XVII; AR 600-10; MCM 1928.	2	2										
General information:													
Army regulations and changes.	TM 12-250, pars. 161-173; TM 12-252, pars. 156-175; AR 1-5; AR 1-6; AR 1-10; AR 1-15.	2	2										

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
Field and technical manuals, WD Circulars and training circulars; Tables of Allowances and Tables of Basic Allowances and/or Equipment; Tables of Organization and Information letters; training films & film strips.	FM 21-6; FM 21-7; TM 10-310, par. 21; TM 12-255, sec. XXVI.	5		2	3								
Accountability & responsibility.	TM 10-310, pars. 2, 19.	1				1							
Types and classes of supplies.	FM 10-5.	2					1	1					
Importance of accuracy.	Lecture.	1										1	
The field desk.		1										1	
Field message center; communications in combat	FM 24-5.	4				2	2						
Destruction of equipment.		1								1			
Regimental and separate units:													
Personnel service record.	TM 12-250, pars. 217-245; TM 12-252, pars. 51, 92, 111, App.; TM 12-255, par. 8, App.; AR 340-15; AR 345-125.	3			3								
Discharges, releases and retirements.	TM 12-250, pars. 310-325; TM 12-252, App.; TM 12-255, sec. III; AR 615-360.	3					3						
Transfers.	TM 12-250, pars. 297-302; TM 12-255, sec. VIII; AR 35-2560; AR 35-6680; AR 605-195.	2						2					
AWOL and desertion.	TM 12-250, pars. 303-309; TM 12-255, secs. X, XI; AR 615-290; AGO Form No. 7.	3								2		1	
Furloughs, passes and delays.	TM 12-250, par. 231; TM 12-252, App.; TM 12-255, sec. IX; AR 345-125; AR 615-275.	2								2			
Personnel management.	TM 12-250, par. 53.	2										2	
Report of death and designation of beneficiary.	TM 12-252, App.; TM 12-255, sec. IV.	2										2	
Soldier's qualification card.	TM 12-250, par. 332-340; TM 12-252, pars. 51, 91, 110, 145, 147, App.; AR 615-25; AR 615-26; AR 615-27.	2									2		
Officer's leave.	TM 12-255, sec. I.	1							1				
Notification of discharge.	TM 12-252, App.; TM 12-255, sec. XII.	1										1	

Subject	References	Total Hours	Hours Per Week									
			7	8	9	10	11	12	13	14		
Finance:												
Payrolls.	TM 12-250, pars 248-288; TM 12-252, App.; TM 12-255, sec. XIII, par. 2, App.; AR 345-155.	10		2	2	2	2	2				
Final statements.	TM 12-250, pars. 326-331; TM 12-255, par. 3, App.; AR 345-275.	2						1	1			
Allotments and deductions.	TM 12-252, App.; TM 12-255, sec. XIV; AR 35-5520; AR 345-155.	2									2	
Insurance.	AR 35-5520; AR 345-155; AR 600-100.	1									1	
Soldier's deposit books and certificate of service.	TM 12-252, App.	2										2
Dependent's allowances.	TM 12-250, par. 386-393.	1										1
Pay vouchers.	TM 12-250, pars. 386-397; AR 35-1340; AR 35-1360.	1										1
Mileage vouchers.	TM 12-250, pars. 392-393; TM 12-252, App.; AR 30-910; AR 30-2215; AR 35-2560.	1										1
Dependent's travel.	AR 30-925; AR 35-4850; AR 35-4890.	1										1
Supply:												
Shipping ticket.	TM 10-310, App. I.	2					2					
Stock record account.	TM 10-310, App. II.	2						2				
I & I reports.	TM 10-310, App. II; TM 12-252, App.; AR 20-35; AR 30-2145.	2								2		
Over, short, and damaged reports.	TM 10-310, App. II.	1									1	
Supply catalog.		1									1	
Nomenclature.		1										1
Salvage, including captured equipment.	AR 30-2145.	1										1
Medical Department reports:												
(Sick & wounded report; statistical report; field medical recording Med. Dept. 55-series forms).	FM 8-45; AR 40-1025; AR 40-1080; AR 345-415; AR 600-500.	16		2	3	3	3	3	2	2	1	
Company records (Applicatory exercise)		28	4	4	4	4	3	3	3	3	3	
Total Hours (Specialist training).		288	36	36	36	36	36	36	36	36	36	
Open time.		32	4	4	4	4	4	4	4	4	4	
Total Hours		384	48	48	48	48	48	48	48	48	48	

b. Scope of Instruction. The purpose of this program is to prescribe a balanced training program for the Army clerk (general or company). Instruction in basic subjects is continued; technical subjects are grouped into orientation and organization; typing and machine operating; correspondence and filing; company records, reports, property and supplies; military discipline; general information; regimental and separate units; finance and supply and Medical Department reports. The scope of instruction in subjects peculiar to the Medical Department is detailed in the program; the breakdown of hours under other subjects denotes the scope of instruction.

The subject Company Records is designed to permit a daily correlated and progressive applicatory exercise in the use of the morning report, daily sick report, duty roster, service records, and report of change, so that the student is presented with a continuous flow of work in the same sequence as under actual working conditions.

13. Cook (060).

a. Detailed Program.

(See Par. 7 for 1st-6th and 15th-16th weeks, incl.)

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
BASIC													
Military discipline, customs and courtesies.	(See Par. 7 for details, references, and scope. So far as is practicable this continuation of basic training will be conducted concurrently by all elements. The hours in parenthesis under "Night operations" are not included in total hours. Physical conditioning is here differentiated from mass calisthenics; hardening of the individual will be accomplished by group games, the obstacle course, road marches, hand to hand fighting, etc.)	1					1						
Military sanitation and sanitary appliances.		12	2	2	2	2	2	2					
Dismounted drill.		12	2	2	2	2	1	1	1	1			
Interior guard duty.		1								1			
Physical conditioning*		6	1	1	1	1	1	1					
Equipment, clothing and shelter tent pitching.		1								1			
Safeguarding military information.		1				1							
Individual security, scouting and patrolling, use of cover and concealment.		3		2								1	
Hasty entrenchments and shelter (field fortification and camouflage).		1										1	
Defense against chemical attack.		2	1		1								
Defense against mechanized attack.	1	1											
Marches and bivouacs.	15			1	1	2	3	4	4				
Night operations.	(20)		(4)		(4)		(4)		(8)				

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
Army orientation lectures and films.			1	1	1	1	1	1	1	1			
Total Hours (Basic)		64	8	8	8	8	8	8	8	8			
TECHNICAL (Specialty)													
General													
Introduction to course: (Organization of and instructions to class; objective of course; entrance examination; textbooks, charts, publications.)		2	2										
Duties and discipline of mess personnel: (Mess officer, mess sergeant, first cook, second cook, cook's helper, unit baker, dining room orderly, kitchen police.)	TM 10-205, pars. 16-18	2	2										
Kitchen management and administration: (Cleanliness of personnel; cooking by definite plan; assembling of ingredients and utensils; care of auxiliary appliances; service of meals; mess accounts.)	TM 10-205, pars. 8-15; TM 10-405, para. 70-75; FS 10-97.	2	2										
Elements of nutrition: (Balanced diet; functions of foods; classes of food.	TM 10-205, Sec. VII, pars. 47-50; TM 10-405, Sec. II, Ch. 1; FS 8-52; FS 8-53.	2	2										
Principles and practice of cooking: (Methods of cooking; cooking terms; heat used in cooking; preparation of foods for cooking; cooking in fat.)	TM 10-405, pars. 51-65.	2		2									
Meat, Poultry, and Fish													
Use and care of meat cutting tools: (Beef cutting in general.)	TM 10-405, pars. 17-20a; TF 10-1183.	2	2										
Cutting carcass beef: (Cutting the hind quarter; cutting the fore quarter.)	TM 10-405, pars. 20-21; TF 10-1184; TF 10-1135.	2	2										

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
Cutting lamb; Cutting pork; Cutting veal.	TM 10-405, pars. 22-23; TF 10-1136; TF 10-1137.	2		2									
How fresh meats can be used to the best advantage: (Tender cuts of beef, pork cuts, lamb cuts, veal cuts.)	TM 10-405, pars. 17-25; National Livestock and Meat Board Charts.	2		2									
Meat cookery: (Frying, roasting, pan broiling, braising, pot roasting, stewing, and others.)	TM 10-405, pars. 52, 56; TF 10-1138.	2		2									
Meat carving and serving: ("Setting" of meat before serving; cutting across the grain; uniform slices; serving attractively.)	TM 10-405, par. 57; TF 10-1138.	2			2								
Army boneless beef: (Storage; thawing; uses.)	TM 10-405, pars. 15, 20, 31; National Livestock and Meat Board Charts.	2			2								
Meat specialties: (Sweet breads, liver, brains, heart, tongue, kidneys.)	TM 10-405, par. 30.	2			1	1							
Smoked, cured and prepared meats: (Ham, bacon, bologna, frankfurters, sausages, corn and dried beef, luncheon meats, salt pork, scrapple.)	TM 10-405, par. 26.	2				2							
Canned and dehydrated meats: (Reconstitution and preparation; uses.)	TM 10-405, par. 33.	2				2							
Poultry: (General and poultry cooking; kinds of poultry available; preparation of poultry; methods of cooking.)	TM 10-405, pars. 34, 58; FS 8-55.	2					2						
Fish & shell fish: (Thawing of frozen fish; preparation; cleaning fresh fish; preparation prior to cooking; smoked fish, clams, oysters, shrimps, crabs, scallops.)	TM 10-405, Pars. 31, 33, 59.	2					2						

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
Dairy products, vegetables and fruits.													
Dairy products: (Fresh, canned, dehydrated; eggs, butter, cheese, ice cream, milk; uses; methods of reconstitution.)	TM 10-405, pars. 15, 31-32, 35-36.	2		2									
Vegetables: (Fresh, dried, canned, quick frozen, dehydrated; preparation for cooking; cooking of root, green, yellow and leafy vegetables; preparation of quick frozen vegetables; reconstitution of dehydrated vegetables.)	TM 10-405, pars. 43, 60; TM 10-205, par. 60.	6			4	2							
Fruits: (Fresh, citrus, dried, canned, dehydrated, preparation; uses.)	TM 10-205, par. 25; TM 10-405, par. 43.	2				2							
Miscellaneous													
Salads: (Study of combinations; use of color; rules for salad making; green and vegetable salads; meat, fish, egg salads; fruit salads; salad dressings.)	TM 10-205, par. 61; TM 10-405, par. 63.	2			2								
Desserts: Importance in the menu; pudding, hot and cold; ice cream; fruit desserts; dessert sauces, gelatin desserts.)	TM 10-205, par. 62; TM 10-405, recipes 212-263, Sec. II, Ch. 2.	2				2							
Bread and pastry baking: (Ingredients, flours, leavening agents, shortening; oven temperatures; sweet dough formulas; fruit and soft pies; doughnuts, cakes, cookies, icings, rolls & biscuits.)	TM 10-205, par. 62; TM 10-405, Sec. II, Ch. 2.	6					2	2	2				
Flavoring extracts: (Storage, use, care.) Spices: (Care and uses.) Jellies, jams, marmalades, butters, syrups: (Making syrup.)	TM 10-405, pars. 42, 45, 46, 48.	2					2						

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
Breakfast foods: (Hot cereals, dry cereals, meat dishes, hot cakes, french toast, grits and corn meal.)	TM 10-405, pars. 38, 41, Ch. 1, Sec. II, Ch. 2.	2					2						
Beverages: (Coffee, tea, cocoa, chocolate, iced drinks, fruit juices.)	TM 10-205, par. 61; TM 10-405, pars. 39, 65.	2					2						
Clear soup, cream soup, puree soups; gravies; method of preparation; brown gravy; vegetable gravy, cream gravy; dressings; preparation; method of preparation for fowl, meats, sauces, mayonnaise.	TM 10-205, pars. 57-58; TM 10-405, pars. 61-62.	2								2			
Condiments and their uses: (Mayonnaise, dressings, sauces, catsup, mustard, corn starch, salad oil) Sandwich making: (Do's and don'ts in sandwich making; cheese, meats, poultry, eggs, and vegetable sandwiches; sweet sandwiches.)	TM 10-405, pars. 40, 47, 51, 55.	4								2		2	
Miscellaneous foods: (Starchy and pickled foods; alimentary pastes, beans, relishes.)	TM 10-405, par. 46.	2								2			
Inspections: kitchen & storage													
Inspection and storage of food stuffs, fresh meats, smoked, cured and prepared meats, fresh vegetables, non-perishable canned foods.	TM 10-205, par. 24; TM 10-210; TM 10-405, pars. 14, 37, 70, 74, 75.	2				1	1						

Subject	References	Total Hours	Hours Per Week									
			7	8	9	10	11	12	13	14		
Inspection of kitchens, mess hall, equipment, floors, walls, windows, uten- sils, refrigerator, store room, din- ing room, tables, grounds; proper storage; care of mess equipment; washing and sterilization of mess equipment; heating equip- ment, posts, camps, and stations.	TM 10-205, Sec. II; TM 10-405, pars. 9- 11, 70.	4								2	2	
Hygiene and Sanitation												
Personal hygiene; sanitation; insect control; food handlers' certifi- cates; cleaning dining room, mess hall, kitch- en, store room, disposal of garbage.	TM 10-205, pars. 64- 70; TM 10-405, par. 70; AR 30-2175, Sec. II; AR 40-205, pars. 14, 16, 17; FS 8-61; TF 8-1173.	2							2			
Field sanitation; sanitary super- vision; washing and sterilization of mess equip- ment, cooking utensils; cleaning of refrigerator; disposal of garbage.	FM 21-10, Ch. 4, Secs. IV, V, VI. TM 10-205, pars. 35-39; TM 10- 405, par. 82; AR 40- 205, par. 15; TF 8- 1173; FS 8-61.	2									2	
Recipes & Menus												
Menu study and menu making: (Checking menus for variety, fre- quency, non-rep- etition, substi- tution, quantities, combinations, regional food preferences; bal- ancing menus for energy, protein, minerals, vita- mins; effects of unbalanced menu on health.)	TM 10-205, pars. 51- 55; TM 10-405, Sec. II, Ch. 1.	2		2								
Study of recipes: (Breakfast dishes, soups, meat dishes, vegetable dishes, desserts.)	TM 10-405, Secs. I, II, Ch. 2.	2							2			
Methods of economy: (Fol- low menus; use of left-overs; proper account- ing; prevention of waste; service of meals; garn- ishing foods; cook only suffi- cient amounts; check garbage.)	TM 10-405, par. 75.	2									2	

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
Rations													
Rations: (Rations definition; handling the ration; garrison ration; field rations A, B, C, D, K.)	TM 10-205, pars. 19-22; TM 10-405, pars. 66-69; AR 30-2210.	2										1	1
Procurement of the rations: (Morning reports; commissary procedure; transportation; distribution; ration savings; ration accounts.)	TM 10-205, pars. 8-15; TM 12-255; AR 30-2210.	2										2	
Field cooking													
Field ranges; fireless cookers; Army Field Ranges No. 1 and 2; Gasoline Field Range M-1937; M-1937 Gas Burner; field cooking; field storage; field baking; breads and pastries; field equipment; field sanitation; cooking on trains and transports.	TM 10-205, pars. 38-40; TM 10-405, pars. 76-82; FS 10-96; FS 10-98; FS 10-100; TF 10-1203.	6										3	3
Final examination		2											2
Practical cooking in kitchen: (Supplement daily theoretical instruction; gas range.)	TM 10-205; TM 10-405.	192	24	24	24	24	24	24	24	24	24	24	24
Total Hours (Technical).		288	36	36	36	36	36	36	36	36	36	36	36
Open time		32	4	4	4	4	4	4	4	4	4	4	4
Total Hours		384	48	48	48	48	48	48	48	48	48	48	48

b. Scope of Instruction. Ninety-six hours of technical instruction and 192 hours of practical cooking are shown in this program. Four hours per week have been allotted to open time. This time may be used for continuation of basic training, additional technical instruction; practical cooking, for review or for the purpose of mass athletics and games.

(1) Technical subjects have been grouped into general; meat, poultry and fish; dairy products, vegetables, and fruits; miscellaneous; hygiene and sanitation; inspections (kitchens and storage facilities); recipes and menus; rations; and field cooking. The scope of instruction for each of these subjects is shown in detail on the program.

(2) Practical cooking. (a) Practical cooking will be scheduled on the basis of a 24-hour shift so that the trainee or student will receive instruction in the preparation of three consecutive meals. This shift will begin with dinner and will be scheduled on alternating days. To provide

for the preparation of meals on Sunday, schedules for practical cooking will provide for appropriate free time approximately every 7 days.

(b) During the time devoted to practical cooking, instruction will be given in the operation and maintenance of the gasoline field range (model 1937). The cook is primarily responsible for the proper use of this range, and all trainees and students will be thoroughly acquainted with its capabilities, limitations, and the necessity of periodic functional cleaning.

(c) The program is based upon a 48-hour training week for a period of 8 weeks. Inasmuch as the time required during the 24-hour shift for practical cooking varies according to the hours of mess call and the time required to prepare various menus, sufficient hours of instruction may be added for practical cooking to complete each day's instruction.

14. Automobile Mechanic (014).

a. Detailed Program.

(See Par. 7 for 1st-6th and 15th-16th weeks, incl.).

Subject	References	Total Hours	Hours Per Week								
			7	8	9	10	11	12	13	14	
BASIC											
Military discipline, customs and courtesies.	(See Par. 7 for details and references. So far as is practicable this continuation of basic training will be conducted concurrently by all elements. The hours in parenthesis under "Night operations" are not included in total hours. Physical conditioning is here differentiated from mass calisthenics; hardening of the individual will be accomplished by group games, the obstacle course, road marches, hand to hand fighting, etc.)	1					1				
Military sanitation and sanitary appliances.		12	2	2	2	2	2	2			
Dismounted drill.		12	2	2	2	2	1	1	1	1	
Interior guard duty.		1							1		
Physical conditioning.		6	1	1	1	1	1	1			
Equipment, clothing and shelter tent pitching.		1							1		
Safeguarding military information.		1				1					
Individual security, scouting and patrolling, use of cover and concealment.		3		2						1	
Hasty entrenchments and shelter (field fortification and camouflage).		1								1	
Defense against chemical attack.		2	1		1						
Defense against mechanized attack.		1	1								
Marches and bivouacs.		15			1	1	2	3	4	4	
Night operations.		(20)		(4)		(4)		(4)		(8)	
Army orientation course.		8	1	1	1	1	1	1	1	1	
Total Hours (Basic)		64	8	8	8	8	8	8	8		

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
TECHNICAL (Specialty)													
Nomenclature, care and use of automotive hand tools; shop forms.	FM 25-10; TM 10-590.	36	20	10	6								
Nomenclature and functions of units and parts of the motor vehicle engine. Use of publications.	TM 10-550; TM 10-570; TM 10-580; TF 10-166; TF 10-319; TF 10-570; FS 10-63; FS 10-64; plus any TM listed in FM 21-6 applicable to the make and model of the vehicle on which instructions are being given.	36	10	12	14								
Nomenclature and functions of units and parts of the motor vehicle chassis.	TM 10-540; TM 10-560; TM 10-565; TM 10-585; TF 10-167; TF 10-299; TF 10-300; TF 10-301; TF 10-592; TF 10-593; TF 10-596; plus any TM's listed in FM 21-6, applicable to the make and model of the vehicle on which instructions are being given.	36	6	10	10	10							
Carburetion and electrical units, troubleshooting and engine tune-up, unit removal and replacement.	TM 10-550; TM 10-580; TF 10-291; TF 10-376; TF 10-377; TF 10-595; appropriate TM's listed in FM 21-6.	36		4	6	10	16						
Operation and motor vehicle recovery.	TM 21-300; and supplemental mimeographed material and any technical manuals listed in FM 21-6, pertinent to the subject on which instruction and training are being given.	36				10	10	10	6				
Parts replacement and adjustments on units of the motor vehicle.	TM 10-1100 through TM 10-1705. Pertinent TM listed in FM 21-6.	72				6	10	16	20	20			
Technical inspection of vehicles and unit replacements and adjustments on the vehicle.	TM 10-545; WD QMC form No. 260. Appropriate TM listed in FM 21-6.	36						10	10	16			
Total Hours (Specialist training).		288	36	36	36	36	36	36	36	36			
Open time.		32	4	4	4	4	4	4	4	4			
Total Hours.		384	48	48	48	48	48	48	48	48			

b. Scope of Instruction. Basic military training is continued for the purpose of review, discipline, and hardening exercises. Technical training is divided into seven (7) major subjects.

Nomenclature, care and use of automotive hand tools. The objective is to qualify students in the nomenclature, care, and use of automotive hand tools required in maintenance of motor vehicles, and in the particular application of these tools to operations required in the field. Files, hammers, chisels, taps, dies, drills, hacksaws, wrenches, metals, abrasives, screw drivers, pliers, shears, bolt cutters, punches, drifts, fastening devices, soldering, flaring copper tubing, bolts, nuts, caps, screws, studs, keys, pins, splines and serrated connections, special measuring tools, case iron project and a soldering project should be included in the instruction.

Nomenclature and functions of units and parts of the motor vehicle engine. Use of publications. The objective is to qualify the student in fundamental knowledge of nomenclature and functions of units and parts of the motor vehicle engine as a ground work for further training in diagnoses, replacements, and adjustments on the engine. Elementary principles of automotive engine construction common to all ordnance engines; engine disassembly and assembly; principles of internal combustion engine; cylinder head, valves and manifold; camshaft and valve timing; connecting rods; pistons; piston pins, bushings, and rings; crankshaft, main bearings, and fly wheels, electrical systems, cooling systems, lubricating systems and fuel systems should be included in the instruction.

Nomenclature and functions of units and parts of the motor vehicle chassis. The objective is to qualify the student in fundamental knowledge of nomenclature and functions of units and parts of the motor vehicle chassis as a ground work for further training in practical diagnoses, replacements and adjustments on chassis units. Disassembly and assembly of units of the motor vehicle chassis, the power train; clutch, transmission, propeller shaft, and universal joints, rear axle, final drive, and differential; hydraulic and booster brakes; wheels, rims, tires, springs; shackles and shock absorbers; front axle, steering gears, wheel alignment, live front axle and transfer case should be included in the instruction.

Operation and motor vehicle recovery. The objective is to qualify the student in driving using arm or service vehicles, and driver's preventive maintenance, and in recovery of motor vehicles under field conditions. Driver's preventive maintenance schedules; tightening and lubrication of the motor vehicle; hand signals, road rules, and safety precautions; elementary, advanced, and difficult driving, using arm or service vehicles, convoy operations, blackout driving, knots, hitches, splices, anchorage, hold fasts, block and tackle, hoisting devices, use and care of winch, rigging, and the application of the wrecker truck to rigging problems, emergency field expedients, recovery of vehicles under a variety of difficult situations; destruction of vehicles and installations about to be captured and salvage and reclamation of captured material should be included in the instruction.

Carburetion and electrical units, trouble shooting and engine tuneup, unit removal and replacement. The objective is to qualify the student in trouble shooting, replacements, and adjustments required on the electrical and fuel systems of using arm or service vehicles. Unit removal and replacement of electrical, carburetion and other vehicle units; inspection and

trouble shooting; engine tune-up and maintenance service should be included in the instruction.

Parts replacement and adjustment on units of the motor vehicles. The objective is to qualify the student in the construction of the various types of engines of using arm or service motor vehicles as a background for training in practical diagnoses of mechanical difficulties in the engine. Disassembly of the various units of motor vehicles; examination and replacement of damaged and worn parts, and reassembly and adjustment in accordance with specifications set forth in the manufacturer's manual should be included in the instruction.

Technical inspection of motor vehicles and unit replacements and adjustments on the vehicle. The objective is to qualify the student in practical diagnoses, emergency repairs, replacements, and adjustments required by an organizational mechanic on using arm or service motor vehicles including maintenance services on these vehicles. Practical work in technical inspection and removal, replacement and adjustment of units of the various types of using arm or service motor vehicles; monthly (or 1,000-mile) and 6 months (or 6,000-mile) maintenance services on these vehicles should be included in the instruction.

15. Motor Vehicle Operators (245) (345).

a. Detailed Program.

(See Par. 7 for 1st-6th and 15th-16th weeks, incl.).

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
BASIC													
Military discipline, customs and courtesies.	(See Par. 7 for details, references, and scope of instructions. So far as is practicable this continuation of basic training will be conducted concurrently by all elements. The hours in parenthesis under "Night operations" are not included in total hours. Physical conditioning is here differentiated from mass calisthenics; hardening of the individual will be accomplished by group games, the obstacle course, road marches, hand to hand fighting, etc.)	1					1						
Military sanitation and sanitary appliances.		12	2	2	2	2	2	2					
Dismounted drill.		12	2	2	2	2	1	1	1	1			
Interior guard duty.		1								1			
Physical conditioning.		6	1	1	1	1	1	1					
Equipment, clothing and shelter tent pitching.		1									1		
Safeguarding military information.		1					1						
Individual security, scouting and patrolling, use of cover and concealment.		3			2								1
Hasty entrenchments and shelter (field fortification and camouflage).	1											1	
Defense against chemical attack.	2	1			1								
Defense against mechanized attack.	1	1											

Subject	References	Total Hours	Hours Per Week									
			7	8	9	10	11	12	13	14		
Marches and bivouacs.		15			1	1	2	3	4	4		
Night operations.		(20)		(4)		(4)		(4)		(8)		
Army orientation course.		8	1	1	1	1	1	1	1	1		
Total Hours (Basic)		64	8	8	8	8	8	8	8	8		
TECHNICAL (Specialty)												
Engine												
Cylinderhead, valves and manifolds; camshaft and valve timing; connecting rods; pistons, piston and pins, bushings and rings, crankshaft, main bearings, and flywheel; oil pans and engine lubrication; cooling system; battery ignition system; distributor and ignition timing; generator and starting motor; carburetor and governor; fuel pump and filter.	TM 10-550, pars. 14-15; TM 10-570; TM 10-580, pars. 32-41, 53-70.	36	36									
Chassis												
Clutch; transmission; propeller shaft and universal joints; rear axle, final drive, differential; hydraulic and booster brakes; wheels, rims, and tires; springs, shackles and shock absorbers; conventional front axle; steering gear; wheel alignment; front axle (line) Chevrolet; transfer case.	TM 10-560, pars. 8-23, 35-48, 56-60, 26; TM 10-585, pars. 3-19, 26-38, 37-60.	36	36									
Driving												
Nomenclature and function of vehicles, controls and instruments.	TM 21-300, pars. 117-140; TF 11-551.	2			2							
Introduction to driving.	TM 21-300, pars. 37-39; TM 10-560, pars. 1-3.	1			1							
Physical and mental qualifications of drivers	TM 21-300, pars. 40-55.	1			1							
Preparatory instruction, elementary driving.	TM 21-300, pars. 175-184; TF 11-553.	2			2							

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
First steps in driving.	TM 10-480, pars. 5-16; TM 21-300, pars. 141-161.	14			14								
Elemental hand signals.	TM 10-460, par. 61; TM 21-300, pars. 224-227; TF 11-552.	1			1								
Road rules and safety regu- lations.	TM 10-460, pars. 58-60; TM 21-300; pars. 162-174.	2			2								
Advanced driving.	TM 21-300, pars. 175-184; TF 11-553.	2			2								
Motor marches and convoys.	FM 25-10, pars. 57-59; TM 21-300, pars. 207-233; TF 11-557.	4			4								
Convoy driving.	FM 25-10, pars. 55-59; TM 21-300, pars. 207-233, 228, 232.	60				8	10	12	14	16			
Concealment and camouflage.	FM 5-20; FM 5-21; TM 21-300, par. 322; TM 5-648; TF 5-656.	8			4	4							
Difficult driving.	TM 10-460, pars. 67-68; TM 21-300, pars. 251-269; TF 11-554.	8					4	4					
Blackout driving.	TM 21-310, pars. 228-232.	4					2	2					
Maintenance													
Preventive maintenance.	TM 10-545; TM 21-300, pars. 56-62; TM 21-300, pars. 68-116, TF 11-558.	12				3	3	3	3				
First echelon lubrication.	FM 25-10, par. 22.	4			2	2							
Second echelon lubrication.	FM 25-10, par. 225.	8					2	2	2	2			
Tires and tubes.	TM 21-300, pars. 104-116; TM 31-200.	8				4	4						
Use of gas dispensers.	FM 25-10, par. 3, App. 5; TM 10-460, par. 86; TM 21-300, par. 90.	4				4							
Emergency field expedients and roadside repairs.	FM 25-10, par. 30; TM 21-300, pars. 304-317; TF 6-104; TF 6-105; TF 6-106.	2					2						
Disabled vehicles.	TM 10-1607, pars. 036-048.	4							2	2			
Decontamination.	FM 25-10, par. 158; TF 3-687.	3							1	2			
General													
First aid.	FM 21-11.	5					1	2	2				
Loads and loading	TM 10-460, pars. 87-90; TF 11-559.	4			1	2	1						

Subject	References	Total Hours	Hours Per Week										
			7	8	9	10	11	12	13	14			
Rope tying and tarpaulins.	TM 10-460, par. 89; TM 21-300, pars. 233-246.	4				2	2						
Trailer units.	TM 21-300, pars. 326-345.	8						4	4				
Operation and use of winch.	TM 21-300, pars. 270-303; TF 11-555.	4							2	2			
Map reading and route reconnaissance.	FM 21-25; FM 21-30; FM 21-35; FM 25-10; TM 11-556; TM 21-300, pars. 196-206.	12				4	4	4					
Bivouacs.	TM 21-300, par. 324.	13						1	6	6			
Forms, records, and reports.	FM 25-10, pars. 229-230; TM 21-300, pars. 247-250.	2				1	1						
Inspections, Company and Command.	FM 21-100; FM 22-5; TM 10-510; TM 21-300; TF 11-551 to 11-559.	6				2		2		2			
Discussion of course.	FM 25-10; TM 21-300.	4								4			
Total Hours (Specialist training)		238	36	36	36	36	36	36	36	36	36	36	36
Open time.		32	4	4	4	4	4	4	4	4	4	4	4
Total Hours		384	48	48	48	48	48	48	48	48	48	48	48

b. Scope of Instruction. The motor vehicle operators course is designed to train personnel in the proper method of operating and maintaining motor vehicles; loading, tying, and protecting of cargoes; and convoy discipline. The course is divided into three parts as follows:

Engine—Basic functions of the various parts of the internal combustion engine, and their proper care.

Chassis—Functions, capabilities, limitation, and proper care of the various units which make up the chassis of a motor vehicle.

Operations—Fundamentals of operation, lubrication, fueling, and care of vehicles; loading, tying, and protecting of cargoes; convoy discipline, bivouacs; emergency field expedients; map reading; sketching; and motor marches. This part of the technical program has been subdivided into driving, maintenance, and general subjects:

(a) Driving.—Includes introduction to driving, road rules, and safety regulations; instruction in the first steps of the mechanical operation of vehicle through advanced and difficult convoy driving; convoy discipline, concealment and camouflage. The 60 hours allotted to convoy driving will not be spent in actual driving of linear miles. A minimum of 20 percent of this time should be devoted to convoy objective and convoy discipline, roadside inspections; entrucking and loading, assembling and starting the convoy; a minimum of 20 percent of this time should be devoted to parking in motor pools, dispersion, concealment and camou-

flage of vehicles in bivouac, and sanitation on the march and in bivouac. Difficult driving should include river crossings and recovery of stuck vehicles.

(b) Maintenance.—Time allotted to this subject will be spent on first and second echelon maintenance, preventive maintenance on road, and emergency field expedients for making roadside repairs.

(c) General.—The time allotted to the subjects in this category will be used for instruction in the proper methods of loading and securing a cargo, operation of the auxiliary equipment; and completion of forms required of motor vehicle operators; instruction should be given in the contents and use of the motor vehicles First Aid kit; map reading is given in order that the operator may be able to read and orient himself on military maps as well as common road maps.

[AG 300.8 (10 Sep 43).]

By order of the Secretary of War:

G. C. MARSHALL,
Chief of Staff.

Official:

J. A. ULIO,
Major General,
The Adjutant General.

CHAPTER 2

THE INSTRUCTORS' GUIDE

Chapter 2

Introduction to The Instructors' Guide

MEDICAL DEPARTMENT MOBILIZATION TRAINING PROGRAM 8-101

1. This Instructors' Guide is based on the new MTP 8-101 dated 1 September 1943, which replaces MTP 8-1 dated 23 February 1942. It is effective for medical units activated on or after 25 September 1943.
2. The Guide is intended for use as an **aid only**. Local conditions and training facilities found in various localities will obviously necessitate alternation in order to conform to the local situation.
3. All text references, training films and film strips mentioned in this Guide have been brought up to date, as of 1 October 1943.
4. Attention is invited to the following comparison of the old MTP 8-1 and the new MTP 8-101.
 - a. MTP 8-1 was a 13 weeks program, based on a 44 hour week; MTP 8-101 is a 16 weeks program, based on a 48 hour week.
 - b. In MTP 8-1 the first two weeks were devoted to Basic subjects, the third to tenth weeks to Technical training, and the eleventh to thirteenth weeks to Tactical and Logistical training; in MTP 8-101 six weeks is allotted to Basic subjects, the seventh to fourteenth weeks to Technical training, and the last two weeks (fifteenth and sixteenth) to Tactical, Logistical and Field training.
 - c. The necessity for a longer and more complete training in Basic subjects accounts for a total of twenty-eight Basic subjects in the new MTP 8-101, as compared to but nine in the old MTP 8-1.
 - d. In MTP 8-1, when the third phase of training was reached (Tactical and Logistical), certain subjects were assigned to an individual unit, depending upon the particular mission and nature of this designated unit; however, in the new MTP 8-101, when the third phase of training is reached (Tactical, Logistical and Field), all units, regardless of their specialized mission, receive essential training in order to understand and appreciate all echelons of medical service. Finally, however, a major allotment of hours is given to the operation, and function in the field of the specific unit for and in which the individuals are being trained. A careful analysis of the Detailed Program will clarify this point (see subject 41).
 - e. No time was allotted for Processing in the old MTP 8-1; however in the new MTP 8-101, time is given for this important endeavor. We also notice a greater percentage of total hours allowed for Inspections and Tests and Open Time.
5. Each course has been given an index number which is shown in the upper right hand corner of each page of the Guide. This index number corresponds to the vertical sequence of the courses as listed in the Detailed Program, Par. 7, of MTP 8-101.

6. A list of text references and instructional aids are included in the appendices at the back of the Guide. In the previous Guide, reference was made only to printed illustrations (charts) to be found in Field Manuals and Technical Manuals; however, in this new Guide, all charts referred to in the subject lessons are actually reproduced in miniature for the convenience of instructors.

7. Attention is called to the fact that a thorough knowledge of the following essential publications will prove to be of inestimable value to an Instructor who is charged with the responsibility of training men:

MTP 8-101, 1 Sep. 1943.

FM 21-5, "Military Training."

FM 21-6, "List of Publications for Training."

FM 21-7, "List of Training Films, Film Strips, and Film Bulletins."

TM 21-250, "Army Instruction."

TM 1-1000, "Vocational Teaching."

IMPORTANT SUGGESTION TO INSTRUCTORS

Officers responsible for instructing enlisted men in the Medical Department are quite often confronted with such statements as; "I'd feel like I was helping to win the war if they'd only let me shoot a gun.—as it is, I'm just a 'pill-roller'."

History of all previous wars, and accounts of the present great conflict establish the fact that the combined effort of every officer and enlisted man in the Medical Department has proven to be an essential factor in the accomplishment of final victory.

In order to arouse admiration and pride in our service it is wise for the officer-instructor to carefully read such statements from battlefields, as are written below; to impart such information to his men, and throughout the entire training period to indoctrinate the individual soldier with the important fact that he, individually, as a member of the Medical Department, plays a most vital part in the accomplishment of the mission of every arm and service.

NOTED COLUMNISTS WRITE ABOUT MEDICS

"Weaponless, yet Armed with Courage, Medical Corps Fights Battle"

Where the toughest of our Army units go, the men of the Medical Corps go with them. Every soldier knows that, even if civilians don't seem to have a complete grasp of the situation. The men who do the shooting are the heroes for the populace back home. But out where the bombs drop, the shells come in with a nasty whine and the rifle and machine gun's bullets zip through the atmosphere, the true worth of the men of the Medical Corps is fully realized.

A soldier who is fighting has something to help keep up his courage and rid his mind of timorous thoughts of his own personal danger. He has a weapon. He's fighting back. He has a chance to defend himself and knock the daylight out of those birds on the other side. He takes it but he dishes it out, too. Anyone who has been where the big ones drop or the little ones come whistling up the wind—anyone who has been staggered by terrific detonations and has been spitting that acrid taste of burnt powder out of his mouth—knows how comforting it is to have something to throw back at (sixteen words censored here).

That comfort, that great prop to courage, the men of the Medical Corps never have. They don't fight back. They just take it. They endure all the hardships that the other outfits face and never feel the lift that the infantryman gets from the rifle, the grenades or the machine gun that he is firing. The artilleryman has his great moment of exhilaration in combat when his 75mm. lets go with a bark or his 105mm. howitzer whoops one toward the enemy positions. The tank boys—well let's agree that they don't travel in any bed of roses in those contraptions—but they have the satisfaction of knowing that they have some protection and can make an awful lot of trouble with what they carry into action. The Rangers and the Tank Destroyer troops go into action with weapons varying from a strangling cord and a dirk to much noisier and more powerful weapons, the details of which are still secret. When they drop down out of the skies, the paratroopers are walking arsenals.

Where all those units go, the men of the Medical Corps go with them. And what has the man of the Medical Corps to help him keep up his courage in the face of enemy fire? You tell 'em brother; you know! As far as the fighting goes, he can only be a target. He has to bind up wounds, ease pain, and heal the sick.

As one who saw some service in the last war (with the 11th Engineers, U. S. A., an outfit that landed in France, August 4 1917, and was attached to the British Army for nearly a year before rejoining the American Army), the writer is always ready to doff his chapeau to the men of the Medical Corps, the fellows who, under a far greater mental hazard, show all the courage and endurance of the bravest troops in our army.

John Kieran

(Reprinted with permission of the New York Sun)

"Heroic Deeds of Medical Soldiers Deserve More Credit"

For centuries the medical man has shunned the public eye. He is content to do his noble work. He cares only to do his best and to retain the respect of his colleagues. For that reason, I suppose, the medical officer and the medical soldier do not receive in war time the recognition and appreciation which is due them. The work of the medical men is overlooked in the official communiques and in the news reports which the war correspondents send back. Yet the medical units are on the front line, functioning with every combat arm. In the last war per capita casualties were larger in the Medical Department than in the Infantry. The medical soldier and officer, armed only with his litter and first aid pouches, must work under fire, evacuating casualties and conserving fighting strength. He fights not with guns, grenades and bayonets, but with sulfanilamide, sterile dressings, leg splints, and a strong back to carry a litter.

True, the medical soldier has assailed no stronghold, he has planted no flag in the enemy territory, he has not killed one of the enemy. But, he has been aiding our own wounded, keeping up their morale, saving their lives, thereby doing his heroic part in strengthening our own side.

Not only at the front and in the shell-torn aid stations and back at the base hospitals is the Medical Corps doing its work, but in laboratories the Medical Corps is pioneering in finding new ways to save lives. It is a shining historical circumstance that out of the death and destruction of

war the Medical Corps has salvaged countless human lives and found ways which save civilian human life, and thus put all humanity in its debt. Yellow fever was conquered by Army medicine. Typhoid fever was conquered by Army medicine. Hookworm, one of the peace-times' deadliest enemies, was conquered by Army medicine. Malaria, cholera, plague fevers of many kinds have been defeated by the valiant scientific work of the Medical Corps.

Raymond Clapper

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**"Fighting Jap Bullets and Malaria, Medical Soldier Wins Praise of
Foreign Correspondent"**

Now that we are at grips with the enemy on fronts both east and west, there are a few leisure moments for the men of the Medical Corps who left comfortable practices and the peace and security of their homes to go to war and "Conserve the fighting strength" we must have to save the world from the menace of Japan and Germany. The importance of the work of these doctors in battle is almost impossible to over-estimate.

I sailed with a number of them for the Pacific front, early in the winter of 1942, aboard a large troop transport. As with the rest of the troops, their task lay before them. They had made the first sacrifice, cheerfully, and now they looked ahead with eager speculation to life in the zone of action.

Some of the troops, including the war correspondents on board, had still to be inoculated against the diseases they might face. We stepped up in the blacked-out little box of equatorial heat, and took our shots from one of the doctors Australia-bound or from the transport surgeon, big, blond, and naked to the waist.

Around us the men of the Medical Corps read, studied, and talked of the future. Tropical disease was unfamiliar to some of them, and I remember the strange and highly venomous snakes of Australia and New Guinea.

I saw these same cheerful pilgrims and Medics later, as they found their stations in the big southern cities of Australia, in the hot north country, in the steaming jungle of Darwin, and finally at Port Moresby, the point of our first wedge against the Japs, where malaria and dengue added their weight to the threat of Japanese bombs and machine-gun slugs and flying shrapnel.

The men of the Medical Corps worked hard and coolly everywhere at their vital task, just as we suspected they would when we first saw them leaving home. The battle spread and took them with it, and the more difficult and dangerous their task became the harder and better they worked.

I met no soldier who did not feel friendship and gratitude for the doctors who fought by his side in their special role. Even the messages that survived the silence of our first great defeat, in the Philippines, told of remarkable feats of skill and valor by the Medical Corps. I sailed home with nurses who escaped Bataan. Shocked and numbed by their experiences, they could still rise to warm enthusiasm whenever they spoke of the work of doctors at the two swarming insect-ridden, outdoor hospitals at

the foot of the fetid peninsula—at Little Baguio and Cabcabén—hospitals that were sometimes bombed and always within sight of enemy planes and sound of shellfire. Where the surgeons kept at their job of guarding precious life through weeks of assault and attrition and want of equipment.

These men remained with their patients when Bataan fell. And there was no member of the Corps, of all those I saw between the shores of home and the malarial battleground of New Guinea, who would not gladly have shared this destiny if it gave him the same chance to fulfill the mission of his service.

John Lardner

(Reprinted with permission of the North American Newspaper Alliance)

"I'm Proud To Be A Medic"

(Written by an Enlisted Man)

("The last time I went home on furlough lots of the folks around the neighborhood started to 'kid me' about the fact that I was in the Medics. They seemed to think all we did was relax in a nice comfortable house with plenty of pretty nurses and plenty far from the front line and danger. At first it sort of irritated me, but then I thought to myself—'perhaps they just didn't know any better'—so I decided to take it upon myself to clear up a few of these erroneous ideas floating around if the opportunity presented itself. Well, it didn't take long before this day arrived, and I sure let them have it with all guns firing. You should have seen the expressions on their faces change. You could have heard a pin drop, and I'm sure that from now on they will have a different song to sing. I felt plenty good inside not only because I had won a personal victory, but also because I'm plenty proud to be a Medic. Let me tell you the story of what happened that day. I'll try my best to relate it as near word for word as I can remember").

"You've all had a lot of fun kidding me about the Medics and 'Pill-rollers' and if it weren't for the fact that I realize you just don't know, I might have gotten mad as h - - -. I think it is about time you folks really learned the true story of what we have done in the past and what we are doing now in this present war.

During the Revolutionary War Medical Soldiers fought in the front lines rendering Medical treatment to the sick and wounded and whenever necessary shouldered a rifle.

It was an Army Medical Officer who originated and devised a method of purifying water by means of chlorine, saving more lives than any other preventive health measure.

Medical Officers and enlisted men died in combating Yellow Fever and through their skill and courage converted Cuba from a land ravaged by Yellow Fever to a tropical paradise.

It was the Army Medical Department that made the Panama Canal possible.

It was the Army Medical Department that introduced typhoid immunization and smallpox vaccination into this country.

Army doctors discovered the organisms of pneumonia, of tooth decay, trench fever, and three types of dysentery.

It was the Army Medical Department that developed vaccines, extracts or serums against many diseases including typhus, poison ivy, and rinderpest (a disease of cattle especially destructive in the Philippines).

It was the Army Medical Department that not only prolonged the life of its own personnel but that of the entire civilized world. Only were these discoveries made possible by the sweat, tears, and courage of the officers and enlisted men of the Medical Department who gave not only their skill and knowledge but their lives so others might live in a better world.

"During World War I, the first officer and enlisted man to be killed were Medics. In every battle the 'pill-rollers' proved themselves more than equal to the task assigned to them, following the combatant units everywhere they went, treating the sick and wounded on the field of battle, and evacuating them as quickly as possible to hospitals in the rear. At the time the Armistice was signed one quarter of the entire American Expeditionary Forces in France was being treated by the Medical Department.

In this present war, you don't read much about the Medics in magazines, books or newspapers, nor do you go to the theatre and see them "Hollywoodized" like other arms and services. Perhaps applying a tourniquet to a dying soldier on the battlefield hasn't any dramatic appeal to the public, but to that wounded soldier it's life or death. But it is different when a great soldier like General Eisenhower says "the outstanding service of the service of the whole A.E.F. in Africa was that rendered by the Medical Department" and when a famous war correspondent like Ernie Pyle says "I hope somebody in this war writes a book about the Medics at the front They are a noble breed. They deserve more praise than I have words for their work is deadly, and it never ends. Just in one battalion, several of the battlefield Medics have been killed and a number decorated."

Sure I'm proud to be a Medic and I've got plenty of reasons for feeling that way. Just remember one thing before I quit talking. Wherever you find an Infantryman, Engineer, Artilleryman, Tank Corpsman, or whatever you may name, there's a Medic there with him. The only difference is that they have something to protect themselves with or with which to fight back. SURE I'M PROUD I'M A MEDIC."

Note to Instructor: Information regarding the early history and achievements of the Medical Department will be found in subject number 3, period 3 of this Guide.

ARTICLES OF WAR AND ARMY REGULATIONS

Purpose and Scope. The purpose of this instruction is to orient the enlisted man in the basic principles of military law, emphasizing the difference between purely military offenses and common law (the usual civilian) offenses, and the necessity for military laws governing the former; to instruct the soldier concerning specific restrictions imposed by Articles of War, his obligations, duties, and privileges under them, and the safeguards established for his protection in the administration of military justice; to acquaint the soldier with the general content, force and arrangement of Army Regulations, and their use; to instruct the enlisted man concerning certain restrictions imposed on the individual, and certain benefits and privileges extended to the individual through the medium of Army Regulations.

Time Allotted. 6 Hours.

Text References. FM 21-100, pars. 9, 17-19; MCM 1928 (see AW 110); AW 1, 2, 12, 13, 14; AW 28 as changed by Cir. 273, WD, 1942; AW 58-96; AW 104-107; AW 121; TF 11-235; TF 15-992; AR 1-5 to 1-15; AR 40-5; AR 40-590; AR 35-1440; AR 35-2600; AR 345-75 and Change 1; Section IV, Cir. 169, WD, 1943; AR 615-275 and changes 1-4, incl.; AR 615-300, and changes 1-7, incl.; AR 35-2320; AR 35-2340; AR 35-2360; AR 345-155; AR 35-5520, and Cir. 125, WD, 1940, Cir. 225, WD, 1942, and Cir. 44, WD, 1943.

Method of Instruction. Conference and Demonstration.

Standards of Proficiency. Each soldier should know:

1. The sources of Military Law.
2. The difference between common law offenses, and purely military offenses.
3. The types of courts-martial.
4. The general provisions of the articles required for reading under AW 110.
5. Disciplinary powers of commanding officers under AW 104.
6. Provisions of military law which safeguard the soldier prior to, during, and after trial.
7. The purpose, scope, force and general arrangement of Army Regulations.
8. General provisions of selected regulations of immediate importance or interest to enlisted men: Furloughs, Passes and Delays; Absence without Leave; Pay of Enlisted Personnel; Soldier's Deposits; Allotments and Deductions of Pay; National Service Life Insurance; Allowances for Dependents of Enlisted Men; Promotions and Reductions.

ARTICLES OF WAR AND ARMY REGULATIONS

First Period: One Hour

Place. Theater.

Text References. Training Film 11-235 (Preview film for subject material); MCM Chapter XXVI, page 138; AW 54 to 96 incl.

Instructional Aids.

Equipment. TF 11-235 "Articles of War," (Running time 44-47 min.).

(1)

Procedure. Conference and Demonstration.

- 1. Introductory remarks.
 - a. Purpose of film.
 - (1) To give a general picture of military law and an introduction to those Articles of War which carry punishments when they are violated.
 - (2) To provide a basis for questions which may arise as to the proper conduct of enlisted men in the Army. There will be time for questions at the close of the film.
- 2. Presentation of Training Film 11-235.
- 3. Summary and questions.
 - a. Summary.
 - (1) The principles of military law and the meaning of the more important punitive Articles of War have been shown in the film by application to a series of situations.
 - b. Questions.
 - (1) Instructor must be prepared to answer questions **concisely**. Some questions may be anticipated by study of the MCM and by careful preview of the film.

ARTICLES OF WAR AND ARMY REGULATIONS

(Articles of War—General Considerations)

Second Period: One Hour

Place. Classroom.

Text References. MCM, pages 7 to 15, incl., and pages 103 to 106, incl;
AW 1, 2, 12, 13, 14, 64 to 74 incl., 104, 105, 107, 110, 121; Cir. 380 WD 1942.

Instructional Aids.

Equipment. Use Charts Nos. 1, 2, 3, 4 and 5; Manual for Courts-Martial.

MILITARY JURISDICTION

MILITARY LAW - - - - LAW OF THE ARMY

MILITARY GOVERNMENT - LAW IN OCCUPIED LANDS

Army is police

MARTIAL LAW (RULE) - EMERGENCY ARMY LAW IN U. S.

Strikes, Riots, Floods, etc.

Chart No. 1.

Procedure. Conference.

- 1. General considerations in military law.
 - a. Origin. (MCM, page 7).
 - (1) Constitution of the United States.
 - (a) Constitution provides a set of rules for the government of the Army called the Articles of War.

b. Similar types of Government (MCM, page 1).

- (1) Military law is not to be confused with two closely related but entirely different types of government which frequently operate at the same time and in cooperation with military law. These two types are military government and martial law. (See Chart No. 1).

c. Close relationship to civil law. (MCM, page 9).

- (1) Many offenses which are common crimes in civil law are also crimes in military law so that a soldier, because of his previous knowledge of them, can be guided by his common sense.
(a) Examples are: murder, rape, assault, robbery, etc.

d. Purely military offenses.

- (1) Some offenses are exclusively military in nature and have never been encountered before induction into the service.
(a) Examples are: AWOL, desertion, disrespect to superiors, mutiny, misbehavior before the enemy, etc.

2. Definitions. (AW 1).**a. Article 1 defines four terms used throughout military law.**

- (1) Read Article and explain the terms "officer," "soldier," "company," "battalion."

3. Persons subject to military law. (MCM, page 8; AW 2).

- a. Article 2 presents a detailed list. The list may be condensed to include: cadets, soldiers, officers, officers and soldiers of the Marine Corps when detached for duty with the Army, any others whose conduct must be regulated by the Army to insure its proper control, e.g., war correspondents and civilians working with the Army in the field.**

4. Jurisdiction of military courts.

- a. Jurisdictional matters common to all courts-martial. (MCM, pages 7 to 9, incl.; par. 5b, AR 600-355). (See Articles of War Chart No. 2).**

JURISDICTION OF MILITARY COURTS

**OVER MILITARY OFFENSES ALWAYS
OPTIONAL IN CIVIL OFFENSES DURING WAR
POWERS ARE DISCIPLINARY ONLY**

Chart No. 2.

(1)

- b. Jurisdictional matters peculiar to the separate courts-martial as regards persons triable, offenses triable, and maximum punishments allowable. (MCM, pages 9 to 12, incl.; AW 12, 13, 14). (See Chart No. 3).

Military Courts

TYPE	NUMBER OF MEMBERS	SUBJECT TO TRIAL	LIMITS OF PUNISHMENT	OFFENSES
<i>General</i> C.M.	5	PERSONS SUBJECT TO ARTICLES OF WAR OR LAWS OF WAR	LIMITED ONLY BY ARTICLE OF WAR OF WHICH CONVICTED	ANY OFFENSE AGAINST ARTICLES OF WAR
<i>Special</i> C.M.	3	PERSONS SUBJECT TO ARTICLES OF WAR NOT ABOVE GRADE OF M/SGT.	CONF. FOR 6 MO. AND FORFEITURE OF $\frac{2}{3}$ DAY FOR LIKE PERIOD	ANY OFFENSE NOT CAPITAL AGAINST ARTICLES OF WAR
<i>Summary</i> C.M.	1	PERSONS SUBJECT TO ARTICLES OF WAR NOT ABOVE GRADE OF S/SGT.	CONF. FOR 1 MO. RESTRICTION 3 MO. AND FORFEITURE OF $\frac{2}{3}$ DAY FOR 1 MO.	ANY OFFENSE NOT CAPITAL AGAINST ARTICLES OF WAR

Chart No. 2.

5. Arrest and confinement. (MCM, pages 13 to 15, incl.; AW 69 to 74, incl.; AW 106; Cir. 380, WD 1942).
- a. Distinction between arrest and confinement.
- (1) Arrest is moral restraint.
 - (2) Confinement is physical restraint.
- b. Authority for placing men in arrest and confinement. (See Chart No. 4).

AUTHORITY FOR ARREST OR CONFINEMENT OF SOLDIERS

OFFICERS AND NCOs

MPs AND SHORE PATROLS

CIVIL POLICE FOR CIVIL OFFENSES

ANY CIVILIAN FOR DESERTER

Chart No. 4.

6. Company punishment under AW 104. (MCM, pages 103 to 106, incl.; AW 104).
 - a. Purpose of article.
 - (1) To allow company commander power to take care of minor offenses without involving the soldier in a trial by court-martial.
 - b. Read Article 104 and explain its provisions.
 - c. Rights of soldier to demand trial by court-martial.
7. Injuries to property. (AW 105).
 - a. Effect of AW 105 on enlisted men.
 - (1) Liable to deduction of pay if a board of officers fixes blame.
 - b. Examples.
 - (1) Soldiers who damage property through fault or neglect.
 - (2) Theft of property.
8. Soldiers to make up "bad time." (AW 107).
 - a. Meaning of the Article.
 - (1) Under certain conditions when time is lost, it must be made up.
 - b. Situations which might cause a soldier to make up time. (See Articles of War Chart No. 5).

"BAD TIME"

A W O L

DESERTION

CONFINEMENT FOR MORE THAN ONE DAY

CONFINEMENT AWAITING TRIAL IF CONVICTED

ABSENCE FROM DUTY MORE THAN 24 HOURS

BECAUSE OF MISCONDUCT—Alcoholism, etc.

Chart No. 5.

- c. Relationship to AR 35-1440.
 - (1) AR 35-1440 adds forfeiture of pay to making up time in event the absence is due to venereal disease, alcoholism, or narcotism.
9. Complaint of wrongs. (AW 121).
 - a. Meaning of Article.
 - (1) Provides authority for the redress of wrongs to officers and soldiers.

ARTICLES OF WAR AND ARMY REGULATIONS

(Articles of War—Punitive Articles of War)

Third Period: One Hour

Place. Classroom.

Text References. MCM, pages 142 to 153, incl., pages 156 to 191, incl.; AW 28 (as changed by Cir. 273, WD 1942); AW 58 to 67, incl.; AW 75 to 96, incl.

Instructional Aids.

Equipment. Use Charts Nos. 6 and 7; Manual for Courts-Martial.

Procedure. Conference.

1. Introduction.

a. Subject material of the hour is discussion of the punitive Articles of War.

(1) Punitive refers to those Articles which carry punishments for their violation.

2. AWOL and desertion. (MCM, pages 142 to 146, incl.; AW 28, and 54 to 61, incl.).

a. Distinction between AWOL and desertion.

(1) Desertion includes AWOL plus intent not to return.

3. Disrespect, Insubordination, Mutiny. (MCM, pages 146 to 152, incl.; AW 62 to 67, incl.).

a. Element included in the terms disrespect and insubordination. (See Articles of War Chart No. 6).

DISRESPECT AND INSUBORDINATION

THREATENING AND INSULTING LANGUAGE

DISOBEDIENCE

ASSAULT

THREATENED ASSAULT

ANY OTHER DISRESPECTFUL ACT

Chart No. 6.

b. Meaning of the term mutiny.

(1) Collective insubordination.

c. Responsibility of soldiers regarding mutiny and sedition.

(1) Suppression when present.

(2) Report to the commanding officer when knowledge of impending mutiny exists.

4. Offenses peculiar to war. (MCM, pages 156 to 157; AW 75 to 82, incl.).

- a. Misbehavior before the enemy. (AW 75; MCM, page 156).

(1) Acts which constitute desertion. (See Articles of War Chart No. 7).

MISBEHAVIOR BEFORE THE ENEMY

RUNNING AWAY

ABANDONING COMRADES

DELIVERING COMRADES TO THE ENEMY

ENDANGERING THE SAFETY OF COMRADES

THROWING AWAY ARMS AND AMMUNITION

LEAVING POST OF DUTY TO PLUNDER OR PILLAGE

GIVING INTENTIONAL FALSE ALARMS

Chart No. 7.

- b. Other offenses peculiar to war. (AW 76 to 82, incl.).

- (1) Subordinates compelling commander to surrender.
- (2) Improper use of countersign.
- (3) Forcing a safeguard.
- (4) Captured property.
 - (a) Disposition of captured property.
 - (b) Penalty for dealing in captured property.
- (5) Relieving, corresponding with, or aiding the enemy.
- (6) Spies.

5. Miscellaneous Crimes and Offenses. (MCM, pages 157 to 191, incl.; AW 83 to 96).

a. Military property.

- (1) Negligent loss, damage and wrongful disposition.
 - (a) Dealing with pawn shops, using equipment or clothes as security.
 - (b) Damage to individual equipment.

b. Drunk on duty.

- (1) Military meaning of the term "drunk" (MCM, page 160).

c. Misbehavior of sentinel.

- (1) Maximum punishment is death. (See Sec. VI, Cir. 273, W. D. 1942).
- (2) Example.
 - (a) Drunk or sleeping on post.
 - (b) Leaving post before being relieved.

- d. Good order to be maintained and wrongs redressed.

- (1) Responsibility of soldiers.

(1)

e. Murder, rape, and other crimes.

(1) All are common to both military and civil law and are therefore well known to all citizens.

f. Frauds against the government.

(1) Meaning of the term fraud.

g. Conduct of a nature to bring discredit upon the military service.

(1) AW 95 and 96 cover any offenses not specifically mentioned elsewhere for both officers and soldiers.

ARTICLES OF WAR AND ARMY REGULATIONS

(Articles of War—Administration of Military Justice)

Fourth Period: One Hour

Place. Theater.

Text References. Training Film 15-992 (preview film for subject material).

Instructional Aids.

Equipment. TF 15-992: "Administration of Military Justice" (running time 45 minutes).

Procedure. Conference and Demonstration.

1. Introductory remarks.

a. Purpose of film.

(1) To give a comprehensive review of courts-martial and to show the administrative procedure which puts the machinery of military law in motion. There will be time for questions at the close of the film.

2. Presentation of Training Film 15-992.

3. Summary and Questions.

a. Summary.

(1) Three things shown during these hours on military law.

(a) The nature and power of military law and its close relationship to civil law.

(b) The meaning and interpretation of the more important Articles of War affecting enlisted men.

(c) The mechanics for the administration of this law.

b. Questions.

ARTICLES OF WAR AND ARMY REGULATIONS

(Army Regulations--Purpose, Scope and Force)

Fifth Period: One Hour

Place. Classroom.

Text References. AR 1-5; AR 1-6; AR 1-10; AR 1-15; AR 40-5; AR 40-590; AR 35-2600 and AR 345-75 (Chg. 1); Sec. IV, Cir. 169, WD 1943.

Instructional Aids.

Equipment. Army Regulations in binder; WD Circulars.

Procedure. Conference.

1. Introduction.

a. Reasons for Army Regulations.

(1) Uniform administration of affairs of the Army in conduct of matters relating to organizations and individuals.

(2) Furnish commanding officers information as to what to do and when to do it in administering their commands.

- (3) Provide detailed instructions concerning the rights and privileges extended to soldiers by law, and the soldier's obligations and restrictions.
 - (a) Rights and privileges: Examples—Pay; promotion; passes and furloughs; free issue of uniforms and equipment.
 - (b) Obligations and restrictions: Examples—limits on passes and furloughs; soldier must care for and safeguard equipment issued, etc.
2. Source and force of Army Regulations.
 - a. Based upon laws enacted by Congress, or executive directives.
 - b. Are not laws, but have the same force as laws in governing action of officers and soldiers (pars. 1 and 6, AR 1-15).
3. How Published.
 - a. As new legislation is enacted, legislation changed, or administrative procedure changed.
 - (1) Published in printed pamphlet form.
 - (a) Numbered in series—separate series for each branch of the service and administrative phase.
 - (1) 30—series, Quartermaster Corps, matter relating to food, clothing, etc.
 - (2) 35—series, Finance Dept., matters relating to money expended by army, e.g., pay of enlisted men.
 - (3) 40—series, Medical Department, matters relating to prevention of disease, conservation of fighting strength, care and treatment of sick and wounded.
 - (4) 600—series, matters relating to officers as individuals.
 - (5) 615—series, matters relating to enlisted men as individuals.
 - (2) Each pamphlet assigned serial number in addition to series number in order to have all information regarding subject in one pamphlet, as AR 615-275, contains regulations regarding furloughs (615—series, enlisted men), (275—series, furloughs)
 - (3) Changes published in same printed form as original regulation. Same series no. and serial no. as original regulation. Changes certain paragraphs in original regulation. Numbered serially 1, 2, 3, 4, each and filed in front of original regulation.
 4. War Department publications similar to regulations.
 - a. War Department circulars and memoranda.
 - (1) Their relation to Army Regulations.
 - (a) Published as advance information prior to publication of change in AR in some instances.
 - (b) Generally used to furnish detailed or specific information, or information not published elsewhere. (AR 1-15, pars. 3-16).
 5. Use of Army Regulations.
 - a. AR 1-5: Alphabetical index subjects of paragraphs.
 - b. AR 1-6: Alphabetical arrangement of pamphlet subject titles.

(1)

- c. AR 1-10: Date of latest publication of ARs with number of printed changes with dates.
- 6. Medical Department Regulations.
 - a. 40-series divided into sub-titles for various subjects.
 - b. Composition, mission and function of Med. Dept. (Pars. 1 and 2, AR 40-5).
 - c. Regulations for commanding officers of hospitals regarding organization of hospitals; who may be admitted as patients, ward rules for proper conduct of patients, (AR 40-590). Information required by army regarding military patients for statistical purposes as to non-effectives, and eventually used for research purposes in preventing disease and injury in the future, (AR 40-1025).
- 7. Regulations affecting the individual soldier.
 - a. Many separate regulations cover specific items of interest to the soldier as an individual. Some of immediate importance are:
 - (1) AR 615-275: Furloughs and passes.
 - (2) AR 615-300: Absence without leave.
 - (3) AR 35-2340: Pay of Enlisted Men.
 - (4) AR 35-2600: Soldiers' deposits.
 - (5) AR 35-5520: Allotments and deductions of pay.
 - (6) AR 615-5: Promotion and reduction.
 - (7) AR 600-100: National Service Life Insurance.
 - b. Some important regulations have been mentioned in discussion of Articles of War (e.g. AR 35-1440). Personal application of others to be discussed in subsequent hour.
- 8. Questions.

Training Note: In this and the subsequent hour, instructor should confine himself to general remarks in order only to cover material in a strictly informative manner.

ARTICLES OF WAR AND ARMY REGULATIONS

(Army Regulations—Personal Applications)

Sixth Period: One Hour

Place. Classroom.

Text References. AR 615-275, Chg. 1-4, incl.; AR 615-300, Chg. 1-7, incl.; AR 35-2320; AR 35-2340; AR 35-2360; AR 345-155; AR 35-2600; AR 345-75, Chg. 1, Sec. IV, Cir. 169, WD 1943; AR 35-5520; Cir. 125, WD 1940; Cir. 44, WD 1943; Cir. 225, WD 1942.

Instructional Aids.

Equipment. Army Regulations with changes.

Procedure. Conference.

- 1. Introduction.
 - a. To acquaint soldier with certain Army Regulations designed to properly administer rights and privileges of the soldier and his responsibility to his government.
- 2. Furloughs, Passes, Delays.
 - a. Purpose of furloughs.
 - b. To be encouraged, but not mandatory; needs of service hold priority.

- c. Amount that can be granted by commanding officers at any one time.
 - d. How computed—day of departure and day of return.
 - e. Purpose of three day pass.
 - f. Who may grant.
 - g. Not charged against furlough time.
 - h. Distance limitations of pass.
 - i. Difference between three day pass and permanent pass.
 - j. Delays granted to soldier while traveling from one station to another. Same purpose as furlough and, if granted, charged against furlough time. (AR 615-275; Chgs. 1, 2, 3, and 4).
3. Absence without leave.
- a. Definition given in third period.
 - b. Absence more than 24 hours, loss of pay for each day absent and loss of time for purpose of longevity and retirement.
 - c. Liable to trial by Court-Martial.
 - d. Stigma placed on absentee shirking duties, doubling work of comrades during period of absence.
 - e. Comparison to action taken by Army to that of civilian criminals "Wanted" by notification of absence to:
 - (1) Commanding General of Service Command in which absentee's station is located.
 - (2) Commanding General of Service Command in which absentee's residence is located.
 - (3) Nearest relative citing possible penalties.
 - (4) Absentee's local draft board.
 - (5) Chief of police of absentee's town or residence.
 - (6) Sheriff of county in which place of residence is located.
 - (7) Civilian authorities of any other place absentee may go. (AR 615-300. Chgs. 1-8 incl.)
4. Pay of Enlisted Personnel.
- a. Responsibility for payment.
 - b. When paid under normal circumstances.
 - c. Rate of pay for each enlisted grade.
 - d. Longevity pay.
 - e. Soldiers Individual Pay Record Book, WD A.G.O. Form 28.
 - (1) Purpose—payment and partial payment.
 - (2) Carried by soldier—not retained in personnel office (AR 345-155; AR 35-2320; 35-2340; 35-2360).
5. Regulations affecting individual enlisted man.
- a. Soldiers deposits.
 - (1) Amounts that may be deposited.
 - (2) With whom deposited.
 - (3) How deposited.
 - (4) Circumstances and amounts necessary in case of withdrawal.
 - (5) Should not be used in lieu of purchase of War Bonds but as an additional method of protecting savings by the soldier. (AR 35-2600; AR 345-75, Chg. 1; Sec. IV, Cir. 169, WD 1943).

6. Allotments and Deductions of Pay.

a. Purpose of allotments

- (1) Payment of commercial life insurance premiums (Class E).
- (2) For deposit to a bank—checking or savings account (Class E).
- (3) For support of dependent relatives in addition to dependency allowance (Class E).
- (4) Purchase of United States War Bonds (Class B).
- (5) Payment of National Service Life Insurance premiums (Class N).
 - (a) Maximum \$10,000.
 - (b) Upon death to beneficiary in monthly installments.
 - (c) See Post Insurance Officer for details.
(AR 35-5520; Cir. 44, WD 1943; Cir. 125, WD 1940).
- (6) Enlisted men's dependents allowance act. (Class F pay deduction).
 - (a) Relatives who may be classed as dependents.
 - (b) Amount of pay soldier contributes in each case.
 - (c) Amount government contributes in each case.
 - (d) Dependent may make application if soldier does not.
(Cir. 225, WD 1942).

7. Promotions and Reductions.

- a. Each organization allotted a specific number of privates first class, non-commissioned officers and technicians. Number allotted may not be exceeded without permission of higher authority.
- b. Non-commissioned officers appointed for demonstrated ability to handle and control men; technicians appointed because of knowledge of their specialty and also must assume command responsibilities when required.
- c. Reduction for cause.
 - (1) Inefficiency.
 - (2) Misconduct with or without sentence of Court Martial.
 - (3) Administratively—reduction of allotment.
(AR 615-5, Cir. 148, WD 1942; Cir. 204, WD 1942).

8. Summary and Questions.

Remarks. Include at this point a brief discussion of the status of Medical Department personnel in combat theatres, emphasizing that they are considered non-combatants. As such they have certain rights, privileges, and protection under the rules of the Geneva Convention. Each Medical Department officer and enlisted man is required to carry a special identification card, the Red Cross Identification Card, A.G.O. Form 65-10, issued usually immediately prior to departure for overseas duty. For details see par. 195, FM 27-10, and Section I, Circular 230, W. D., 1942.

ORGANIZATION OF THE ARMY; ORGANIZATION AND FUNCTIONS OF THE ARMS

Purpose and Scope. The purpose of this course is to give the enlisted man information concerning the Army as a whole, its organization, and function of the arms. He will then have an intelligent comprehension of the Army of which he is a part. The Medical Department soldier will be interested in the relationship of his own branch to the arms. It is intended that this course be coordinated with the course on Organization and Function of the Medical Unit.

Actual Time Allotted. 7 hours.

Text References. FM 8-10; FM 17-10; FM 18-5; FM 31-30; FM 100-5; FM 100-10; FM 100-15; FM 101-5; FM 101-10; TF 7-236; FB 31; FS 2-16.

Methods of Instruction. Conference and Demonstration.

Standard of Proficiency. The enlisted man should have sufficient knowledge pertaining to the Army, its general organization, and the function of its arms, so that he will have a background which will enable him to carry out his particular task with greater intelligence and understanding.

(2)

ORGANIZATION OF THE ARMY; ORGANIZATION AND FUNCTIONS OF THE ARMS

First Period: One Hour

Place. Classroom.

Text References. FM 100-5; FM 100-10; FM 100-15; FM 101-10.

Instructional Aids.

Equipment. Use Chart No. 8, "Organization of The War Department."

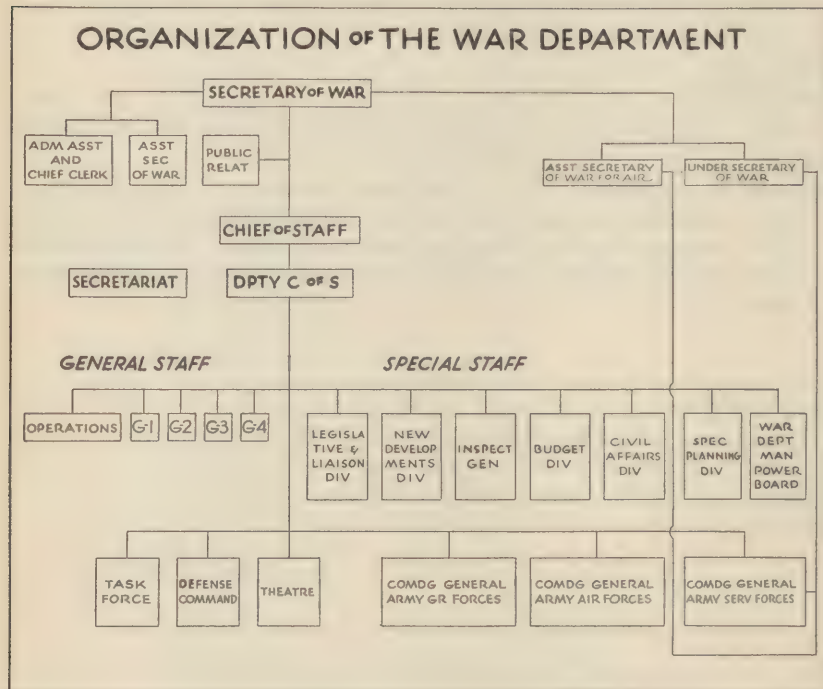


Chart No. 8.

Procedure. Conference—To be introductory in nature and designed to give the enlisted man a broad background for understanding the organization of the Army as to the higher commands and commanders. Should be discussed under the following headings.

1. The Constitution of the United States as related to the National Defense Act.

2. The War Department, Organization and functional structure. The Commander in Chief, Office of Secretary of War, The Chief of Staff, War Department General Staff. The three major components: The Army Ground Forces, The Army Air Forces, The Army Service Forces, Task Forces, Theater of Operations Commands, Defense Commands, Corps, Army and groups of armies should be discussed briefly.

ORGANIZATION OF THE ARMY; ORGANIZATION AND FUNCTIONS OF THE ARMS

(Army Ground Forces)

Second Period: One Hour

Place. Classroom.

Text References. FM 100-5; FM 101-10.

Instructional Aids.

Equipment. Use Chart No. 9, "Organization of The Army Ground Forces."

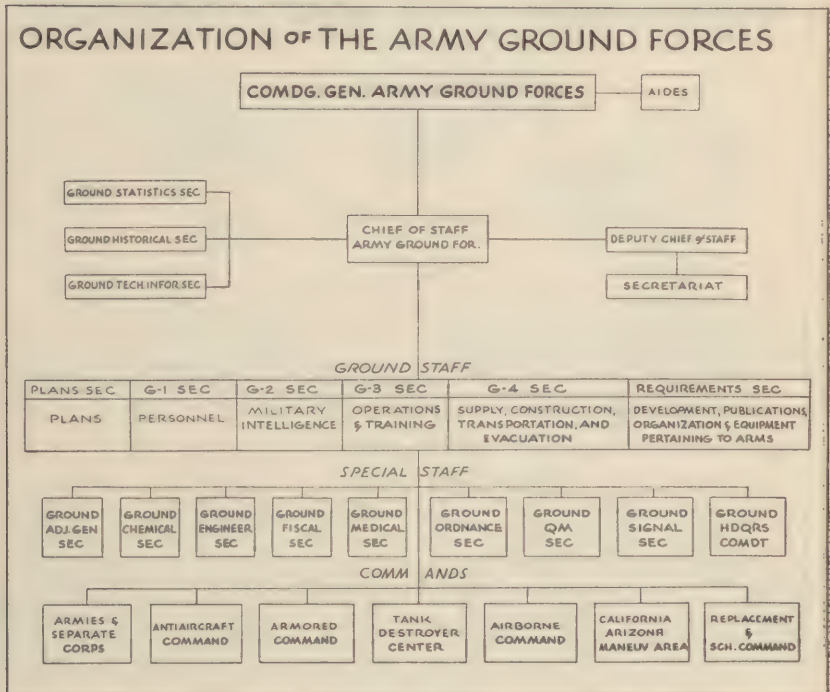


Chart No. 9.

Procedure. Conference—This period should be utilized to give the enlisted man an understanding of the mission, organization, weapons and equipment of the various branches, units and commands of the Army Ground Forces.

(2)

ORGANIZATION OF THE ARMY; ORGANIZATION AND FUNCTIONS OF THE ARMS

(Army Air Forces)

Third Period: One Hour

Place. Classroom.

Text References. FM 100-5; FM 100-10; FM 101-10.

Instructional Aids.

Equipment. Use Chart No. 10, "Organization of Army Air Forces"

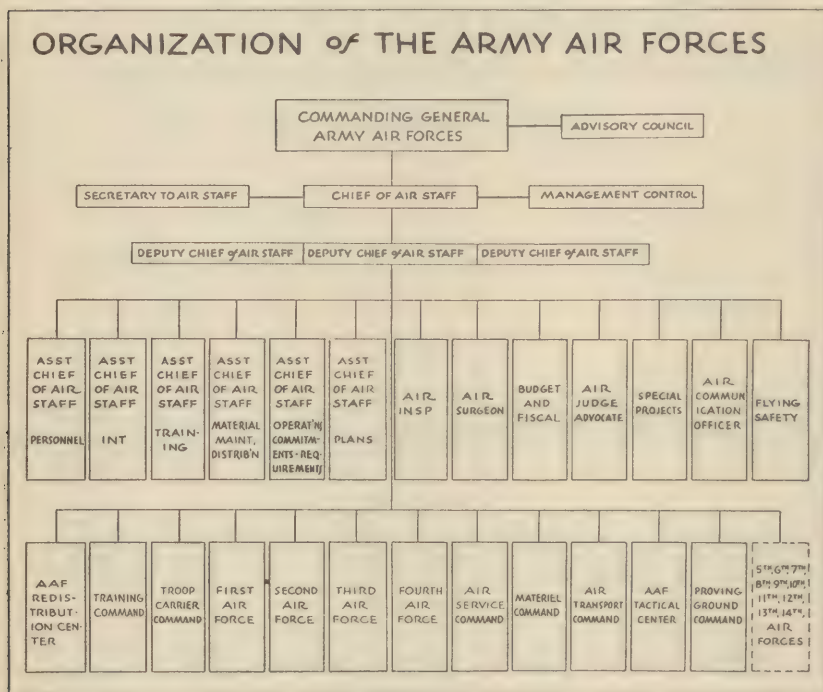


Chart No. 10.

Procedure. Conference. This period utilized to give the enlisted man an understanding of the mission, organization, types of equipment and employment of units of the Army Air Forces. (Observation, reconnaissance, fighter, bomber, troop carrier, etc.).

ORGANIZATION OF THE ARMY; ORGANIZATION AND FUNCTIONS OF THE ARMS

(Army Service Forces)

Fourth Period: One Hour

Place. Classroom.

Text References. FM 100-5; FM 101-10.

Instructional Aids.

Equipment. Use Chart No. 11, "Organization of Army Service Forces."

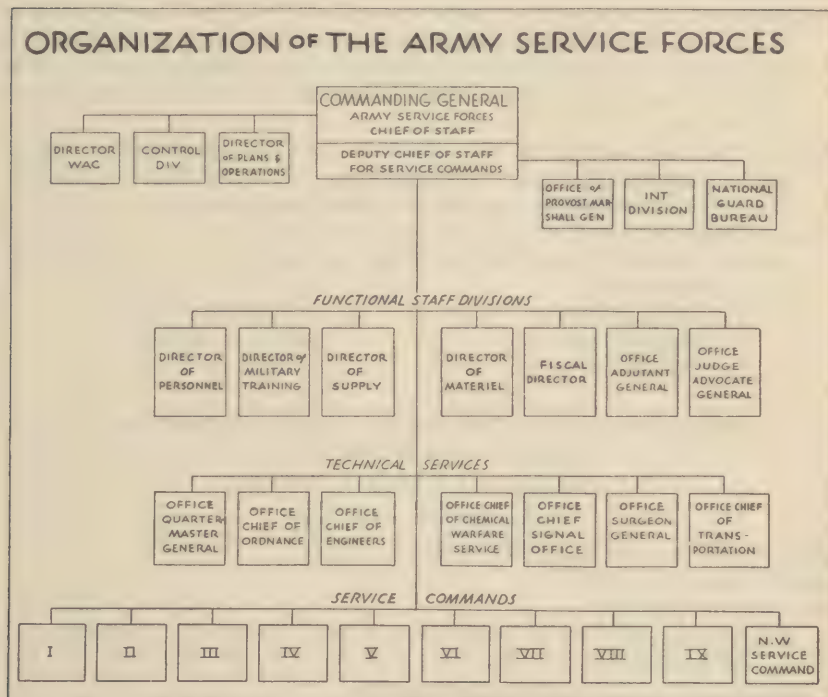


Chart No. 11.

Procedure. Conference—This period utilized to give the enlisted man a general understanding of the mission, organization, equipment and employment of units, agencies and installations of the Army Service Forces. Explain that certain units have a combat role as well as service and supply role

(2)

ORGANIZATION OF THE ARMY; ORGANIZATION AND FUNCTIONS OF THE ARMS

(Types of Divisions)

Fifth Period: One Hour

Place. Classroom.

Text References. FM 100-5; FM 101-10.

Instructional Aids.

Equipment. Charts of Appropriate Divisions as presented in Chapter I, FM 101-10.

Procedure. Conference. To enable the enlisted man to have a general understanding of the organization, weapons, equipment, and purpose of the different types of divisions. If unit or detachment using this guide is part of one of the various types of divisions, stress the organization of that type.

Note 1. This may be done by first discussing the Infantry Division T/O 7, then comparing the other types, pointing out the different organization, type of equipment, purpose for which organized, etc.

Note 2. Make introductory remarks for Training Film 7-236, (Weapons of the Infantry Division) to be shown next period.

Types of Divisions:

- | | |
|----------------------|----------------------|
| 1. Infantry Division | 4. Airborne Division |
| 2. Armored Division | 5. Cavalry Division |
| 3. Mountain Division | 6. Light Division |

ORGANIZATION OF THE ARMY; ORGANIZATION AND FUNCTIONS OF THE ARMS

(Weapons of Infantry Division)

Sixth Period: One Hour

Place. Theater or suitable classroom.

Text References. None.

Instructional Aids.

Equipment. TF 7-236 "Weapons of Infantry Division" (running time 55 minutes).

Procedure. Conference and Demonstration.

1. Brief introduction stressing the importance of recognizing weapons by their sound.
2. Show training film.
3. Brief summary and discussion.

Weapons of Infantry Division:

- | | |
|--|--|
| 1. 155 mm. Howitzer | 9. 30 cal. Automatic Rifle
(Browning) |
| 2. 105 mm. Howitzer | 10. 30 cal. Rifle (Garand) |
| 3. 37 mm. Antitank Gun (to
be replaced by 57 mm.) | 11. 30 cal. rifle (Springfield) |
| 4. 81 mm. Mortar | 12. 30 cal. rifle (Carbine) |
| 5. 60 mm. Mortar | 13. 45 cal. Submachine Gun |
| 6. 50 cal. Machine Gun | 14. 45 cal. Pistol (automatic) |
| 7. 30 cal. Machine Gun
(heavy) | 15. Antitank Rocket Launcher |
| 8. 30 cal. Machine Gun
(light) | 16. Grenade, hand |
| | 17. Antitank grenade |
| | 18. Bayonet |

**ORGANIZATION OF THE ARMY; ORGANIZATION AND
FUNCTIONS OF THE ARMS**

Seventh Period: One Hour

Place. Classroom.

Text References. As outlined in six previous periods.

Instructional Aids. None.

Procedure. Conference and Demonstration.

Purpose to determine whether the enlisted man has a general understanding of the Organization of the Army, the mission, organization and purpose of the three major components, the mission and employment of the various arms, services, agencies and installations.

Note. The component or installation with which the enlisted man is serving or is to serve if known, should be stressed.

ORGANIZATION AND FUNCTIONS OF THE MEDICAL DEPARTMENT AND M.D. UNITS

Purpose and Scope. This course is designed to acquaint the enlisted man with the mission of the Medical Department and its function as part of the Army of the United States. Its intention is to give the enlisted man an idea of the organization of the medical department and its several component corps of specialists, and to recognize their insignia. One hour has been devoted to a history of the Medical Department to show its development and contribution to the health and well being of mankind, as well as contributions to advances in medicine and surgery of war. It gives an introduction into the echelons of the medical service and the reasons for their existence. A fully illustrated hour is devoted to a demonstration of the first and second echelons of medical service in the Infantry Division. To emphasize the wide dispersion of medical service one period has been devoted to the medical service of The Army Air Forces and air evacuation. A typical theater of operation evacuation system is illustrated to emphasize the plan of evacuation. This course will give a broader understanding of the medical service and its place in the Army. It is designed to make the medical soldier proud of his branch of service and make him a more valuable individual in his assigned task.

Actual Time Allotted. 7 Hours.

Text References. AR 40-5 to AR 40-600, as amended; AR 600-35, as amended; Bulletin No. 16, WD 21 July 1943; T/O of the 8- series; Army Medical Bulletin No. 41 (Special Issue), 1 October 1937; A History of the Medical Department of the United States Army . . . by Colonel P. M. Ashburn, M.C., with an introduction by The Surgeon General (Ireland); FS 8-75 "Medical Service of the Infantry Division, Part I, Medical Detachments," and accompany notes; FS 8-76 "Medical Service of the Infantry Division, Part II, The Medical Battalion," and accompanying notes; FM 8-5; FM 8-10; "The Air Force in a Theater of Operation, Organization and Function" (an unnumbered FM of the AAF, procurable from Hq. AAF, WD, Wash, D.C.); FM 100-5, as amended; Misc. Film Report No. 64, "Evacuation of Casualties by Air" (AAF Film).

Methods of Instruction. Conference and Demonstration.

Standards of Proficiency. The enlisted man should know:

1. The mission of the Medical Department.
2. The name of the Surgeon General, his grade and the various corps and insignia of the Medical Department.
3. The principal accomplishments of the Medical Department since its inception in the control of communicable diseases and development of the concept of evacuation.
4. The five echelons of evacuation.
5. How and why a man is evacuated.
6. A general concept of the method of medical support of the AAF, and how it ties in to the general evacuation plan of a theater of operation.
7. A broad concept of the general plan for evacuation of the wounded in a theater of operation.

ORGANIZATION AND FUNCTIONS OF THE MEDICAL DEPARTMENT AND M.D. UNITS

(Organization of the Medical Department)

First Period: One Hour

Place. Classroom.

Text References. AR 40-5, as amended by C-1; AR 40-580, as amended by C-1; AR 40-600, as amended by C1, C-2, C-3; FM 8-5, Chap. I; FM 8-10, Chap. I.

Instructional Aids.

Equipment. Chart No. 12.

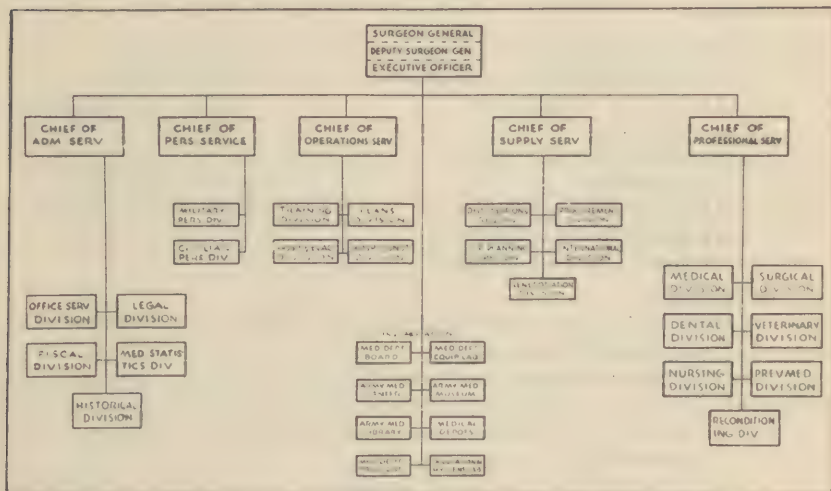


Chart No. 12

Procedure. Conference.

1. Mission of the Medical Department. The mission of the Medical Department is to assist in the attainment of our national objective by conserving manpower—the preservation of the strength of the military forces. This is accomplished by the selection and enrollment for the military service, through physical examinations, of only those men physically fit for the performance of the duties to devolve upon them, by keeping such personnel in good physical condition through application of modern principles of preventive medicine, and in furnishing those who do become disabled with such aid in the form of evacuation and hospital facilities as will speedily restore them to health and fighting efficiency.
2. Command Channels. (Refer to Chart). The Medical Department guided by The Surgeon General and his assistants, consists of a number of component corps, including the Medical, Dental, Veterinary, Sanitary Corps, Medical Administrative Corps, Army Nurse Corps, Hospital Dietitians, Physical Therapy Aids, and Pharmacy Corps. There are also certain civilian physicians known as contract surgeons. All of these individuals may be recognized by the distinctive insignia which they wear. All wear the caduceus. The Medical Corps

(physicians and surgeons) wear the plain caduceus. Others are identified by the letters designating their particular corps. There are a limited number of women physicians in the Army of the United States.

The Surgeon General, a Major General, is appointed by the President of the U. S. by and with the advice and consent of the Senate from among the Colonels of the Medical Corps. The appointment is for a term of four years. He can be reappointed. His duties are three-fold: Command, Advisory, and Direct Supervisory. He is a member of the staff of the Commanding General, Army Service Forces.

a. Command Duties are:

- | | |
|--------------------------------------|--|
| (1) His own office. | (7) Medical Depots. |
| (2) Medical Department Board. | (8) Medical Department Equipment Laboratory. |
| (3) Occupational Hygiene Laboratory. | (9) Medical Department Procurement Dist. |
| (4) Army Medical Center. | (10) Occupational Hygiene Laboratory. |
| (5) Army Medical Library. | |
| (6) Army Medical Museum. | |

b. Advisory.

- (1) Appointment, classification, and assignment of Medical Department Personnel.
- (2) Similar capacity for the Medical Section of the Reserve Corps.
- (3) Construction, lease, and maintenance of all establishments for the care, treatment and transportation of the sick and wounded.
- (4) Physical examination of applicants for admission to the Army.
- (5) Until expansion, the periodic examination of military personnel.
- (6) Military sanitation.
- (7) Prevention and control of communicable diseases.

c. Direct supervisory.

- (1) The Medical Department training activities not under the control of the Commanding General of each Service Command.
- (2) Administrative—over all establishments for the care, treatment, and transportation of the sick and wounded.
- (3) Collection and records and compilation of vital statistics of the sick and wounded.
- (4) Plans for mobilization.
- (5) Research and development of Medical Department equipment.
- (6) Procurement, storage, issue of supplies and equipment for the care and treatment of the sick and wounded.

3. Hospitalization. To carry out its mission, the Medical Department has several types of hospitals. These are divided into two main classes (1) fixed (stationary) (2) Mobile (field). The latter are intended primarily for use with the field forces in the combat zone or a theater of operations.

a. Fixed hospitals are divided into:

- (1) Station hospitals (posts, airbase, or camp hospitals).
- (2) General hospitals (In the United States they are named, in foreign theaters they are numbered).

b. Mobile hospitals.

- (1) Clearing stations (these are separate "numbered" companies, or they are included in medical battalions, in which case they bear the designation "Company D, ——— Medical Battalion."
- (2) Surgical Hospitals (400 bed capacity).
- (3) Field Hospitals (380 bed capacity).
- (4) Evacuation Hospitals (380 bed capacity).
- (4) Evacuation Hospitals (400 bed capacity).
- (6) Convalescent Hospitals (3,000 bed capacity).

Mobile hospitals serve as relay points in the evacuation of patients to fixed hospitals where definite treatment can be given most advantageously.

The Medical Department is charged with the methodical disposition of the sick and wounded so as to insure retention of effectives and to relieve the fighting forces of the non-effectives. Another important function is the transportation of the sick and wounded. This latter function is uppermost and will be covered in future discussions.

The mission of the Medical Department is to "Conserve Military Manpower." To fulfill this mission the medical department has a well-ordered service which offers the benefit of recent experience, and the advances of modern medicine. Medical department personnel must be on the alert, give confidence to the combat troops by providing the most efficient medical attention possible. It is well to recall the words of Jeremy Taylor; "To preserve a man alive in midst of chance and hostility is as great a miracle as to create him."

ORGANIZATION AND FUNCTIONS OF THE MEDICAL DEPARTMENT AND M.D. UNITS

(The Various Corps)

Second Period: One Hour

Place. Classroom.

Text References. AR 40-5, 10, 15, 20, 25, 30, as amended; AR 600-35, as amended; Bulletin No. 16, WD, 21 July 1943; T/O 8- series.

Instructional Aids.

Equipment. Use Chart No. 13.

Procedure. Conference.

1. The Medical Department—general composition.
 - a. Brassards worn by medical and veterinary personnel AR 600-35, and Insignia of the Medical Department.
 - b. Color of Medical Department, AR 600-35.
 - c. MD insignia, AR 600-35, as amended.
2. The Medical Corps, AR 40-10, as amended by C-1.
 - a. Flight Surgeon C-13, AR 600-35.
3. The Dental Corps, AR 40-15, as amended by C-1.
4. The Army Nurse Corps, AR 40-20, as amended by C-1, C-2.
5. The Veterinary Corps, AR 40-5, as amended by C-1.

THE MEDICAL DEPARTMENT

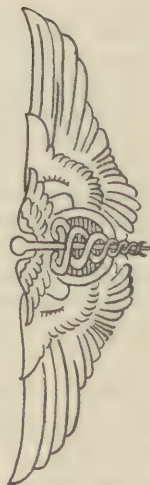


Chart No. 13

6. Pharmacy Corps, C-27, AR 600-35, Bulletin No. 16, WD, 21 July 1943.
7. Hospital Dietitians, AR 40-25; AR 600-35, C-13.
8. Sanitary Corps, AR 140-5, par. 6a.(12) (d).
9. Contract Surgeons, AR 40-30.
10. Medical Administrative Corps, AR 40-5, as amended by C-1.
11. Physical Therapy Aides, AR 40-25; AR 600-35, C-13.
12. Warrant Officers, AR 600-35.
13. Enlisted Men of the Medical Department—enumerate the several types of ratings held by enlisted men, including technicians. See T/O 8—. AR 40-5, as amended by C-1; AR 600-15, as amended by C-1.

ORGANIZATION AND FUNCTIONS OF THE MEDICAL DEPARTMENT AND M.D. UNITS

(History of the Medical Department)

Third Period: One Hour

Place. Classroom.

Text References. Army Medical Bulletin No. 41 (Special Issue), 1 October 1937; A History of the Medical Department of the United States Army by Colonel P. M. Ashburn, M.C., with an introduction by The Surgeon General (Ireland).

Instructional Aids.

Equipment. Use Chart No. 14.

Procedure. Conference.

1. Beginning. The Medical Department is as old as the history of our Army, which began at Boston in 1775. The first medical officers were appointed as surgeons in 1775. Prior to that time there had been no Army, but merely a few colonial militia organizations, widely separated, without a common command, and modeled after but falling short of the English regiments.

During the Revolutionary War there was a very loosely organized medical service. As there was no strong central government and no War Department, it necessarily followed that there could not be an organized medical service under central control.

The winter of 1775-1776 was a hard one for the Army. The men were inadequately clothed and fed, lacked organization, and many suffered from typhus, typhoid, dysentery, smallpox, and lack of supplies. On July 17, 1776, Congress passed legislation regarding a hospital, increasing the medical support to one surgeon and four mates (the enlisted men of the Medical Department today) for every 5,000 men. They increased the pay of surgeons to one and two-thirds dollars per day.

Following the Revolutionary War, there was a drastic demobilization, characteristic of the military policy of the United States in all succeeding wars. The Medical Department was reduced to an inconsiderable force.

In 1780 the first Army Regulations were written and they included a chapter relative to "Treatment of the Sick."

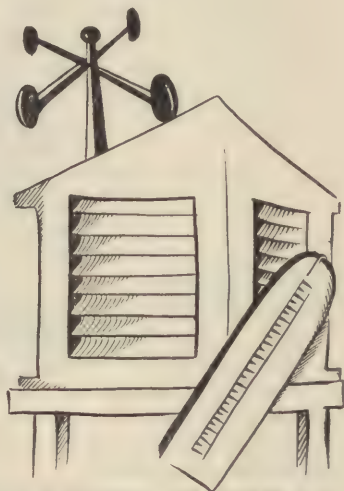
2. War of 1812. When the second war with Great Britain broke out, the strength of the Army was 6,742. The Medical service during this conflict encountered the same difficulties as in the Revolution. Military authorities agreed that the ravages of smallpox and other camp diseases

HISTORY OF THE MEDICAL

Chart No. 14



REVOLUTION
1776

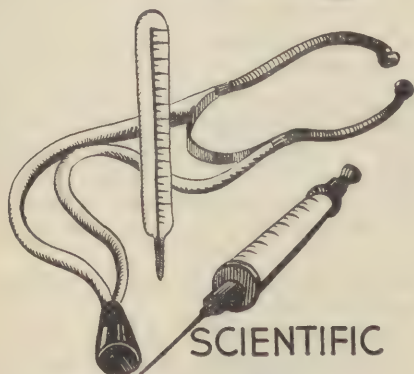


WEATHER BUREAU
1820

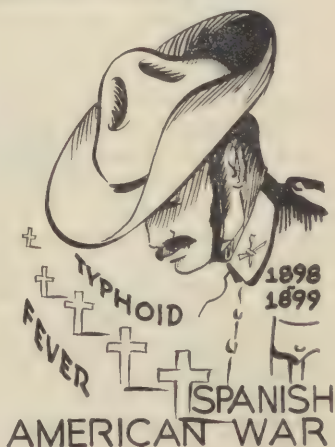
1861-1865



CIVIL WAR



SCIENTIFIC
ADVANCES
1865-1898



TYPHOID
FEVER
1898
1899
SPANISH
AMERICAN WAR

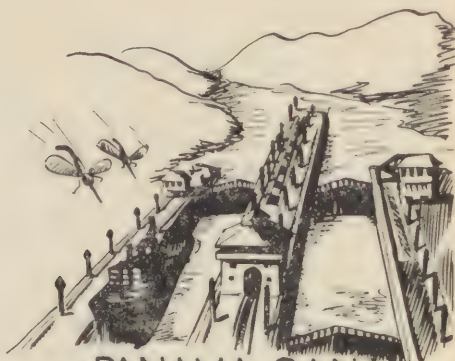
DEPARTMENT

SMALLPOX
VACCINATION



PHILIPPINE
CAMPAIGN

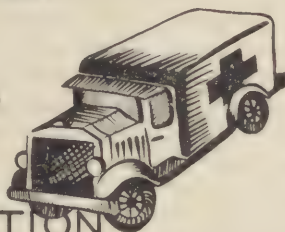
1898 -
1899



PANAMA CANAL
YELLOW FEVER

1907-1914

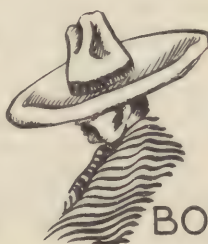
TYPHOID



VACCINATION

1911

MEXICAN



BORDER

1916

TETANUS

SMALL POX
TYPHOID FEVER
TYPHUS FEVER
YELLOW FEVER
CHOLERA
PLAGUE

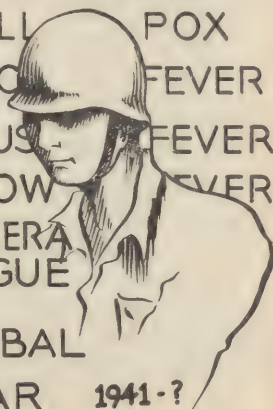
GLOBAL

WAR 1941-?

CARREL DAKIN SOL
DELYOUSING
VENEREAL DISEASE

1917-1918

WORLD WAR I



were the chief causes of failure of the various campaigns in that war, and probably prevented the taking of Canada by the United States.

3. **First Uniforms.** In 1813 members of the Medical Department were given uniforms for the first time in the history of the Army. The uniform was black with a very high collar in front.
4. **Weather Bureau.** In 1820 the Medical Department began to take meteorological records (weather readings). This service continued for many years and eventually developed into the Weather Bureau.
5. **Civil War.** At the outbreak of the Civil War in 1861 there were 113 medical officers in the Regular Army of 16,000. A great defect in the Medical Department provisions for personnel was the complete lack of training. They learned through their mistakes. Case fatality rates were a public scandal, and disabled were discharged by the thousands. In the battle of Gaines' Mills, June 27th, the Union forces abandoned more than 2,500 wounded to the Confederate troops.

Jonathan Letterman, Surgeon of the Army of the Potomac, organized the first permanent system of evacuation of the wounded. (His name is better known by the General Hospital in the Presidio of San Francisco). Previous organizations were temporary, and frequently extemporized anew on the eve of each battle, and usually without regard to the tactical organization of the troops to be served. Letterman's evacuation plan was given its first test at the Battle of Antietam in September 1862. It was a great success. All wounded were removed from the field within 24 hours—10,000 Union and 2,000 Confederate troops were evacuated. The plan was repeated at Fredericksburg. This orderly system of field medical service was developed with aid stations near the battalions and regiments, and an ambulance service transported the wounded to field hospitals in the rear of the division. This system, known as the "Letterman Plan" constitutes the basis of the plan of evacuation of wounded in the American Army today, and this plan has been copied in many of its essential features by other armies of the world.

Surgeon General Hammond established the Army Medical Museum in 1862. He also established what is now known as the Army Medical Library, and recommended the Army Medical School, which was established in 1893.

The Medical Department of today owes far more to the Civil War than most of its members realize. In addition to the system of evacuation and hospitalization, the convalescent camp came into use.

6. **Scientific Advances.** (1865-98). Following the Civil War there were great advances in medicine and surgery. Beaumont lifted the subject of digestion to that of observation and experiment. Pathology, chemistry, and physiology became sciences, and many diseases hitherto unknown were recognized. The Stethoscope came into being. Anesthesia had been discovered about 1847. The clinical thermometer came into being after the Civil War, as did the hypodermic syringe. During the period between the Civil War and the Spanish American war the teaching of first aid to line officers and company bearers was initiated.
7. **Spanish American War.** (1898-99). The medical service during the Spanish American War was wholly inadequate and the results appalling

Typhoid fever developed in practically every company in camps in the United States. Many more died of disease than of war wounds.

8. Philippines and Smallpox. (1898-99). During the Philippine Campaign the Army Medical Corps vaccinated a large portion of the Philippine population, and also eliminated the dysenteries and gastrointestinal disease as a practical barrier to military operations.
9. Yellow Fever. (1907). The most important research work ever performed by the Medical Department of the Army and perhaps the greatest economic accomplishment of the Army was the discovery that a certain type of mosquito bite (*aedes aegypti*) transmitted yellow fever. Credit for this goes to Major Walter Reed and his Commission.

This discovery, plus application of mosquito control under Colonel Gorgas in the Canal Zone enabled the United States to build the Panama Canal which has become of inestimable value from an economic as well as a humanitarian standpoint.

10. Mexican Border. (1911). Inoculation against typhoid fever became compulsory during the mobilization on the Texas border in 1911 and since then has been compulsory in the military service. As a result, typhoid fever was negligible during the World War. In the punitive expedition into Mexico in 1916 and 1917, the use of motor transport was given its first trial in military operations in the American Army. During the occupation of Chihuahua by our troops, motorized ambulance companies and field hospitals made their first appearance.
11. World War. (1917-18). The World War was operated on a scale that dwarfed all prior accomplishments. Tetanus was defeated by anti-tetanic serum. Debridement came into general use together with Carrel-Dakin solution, and delousing and bathing units were forwarded to the troops. But there was a total of 338,476 cases—the equivalent of 23 divisions receiving treatment for venereal disease!
12. Global War. (1941-?). Under the leadership of General Marshall there has been mobilized and trained the largest army in the history of the United States. Parts of it are now attacking the enemy in his own country. Other parts of it are detailed around the globe. Our army is present in growing strength on every continent. The lines by which these forces are reinforced and supplied have been made secure in every ocean. We are not here to congratulate ourselves on what has been done. We do not have time to look back. The situation is as you know it. Take a look at the calendar! It is a reminder that we have already engaged the forces of the Axis for a longer period than the duration of our participation in the first World War. Our ultimate victory is now assured. But how quickly it is to be gained, and at what sparing of lives, will be determined not by what has already been done, but by how greatly we improve upon it in the future.

What has our Medical Department accomplished? Prior to the 20th century there were 5 deaths, and 40 hospitalized for each man killed by bullets. In the Spanish American War there were 3,000 deaths from disease to 345 by bullets. In World War I, 58,000 died of disease and 50,000 from wounds received.

Today, our Army is healthier and more fit. The wounded receive better care and have a better chance of recovery than ever before. Inoculations against smallpox, typhoid fever, typhus, yellow fever, cholera, and plague, together with the best sanitary measures of any war have kept our army healthy. Sulfa drugs, plasma, and penicillin together with advances in rapid transportation, both by motor and by air, have brought casualties to skilled surgeons more quickly and in better condition than ever before.

The Tunisian campaign was more than a victory over the Axis; it was a medical triumph over disease and battle wounds. Disease among the soldiers was almost non-existent in a region that ten years ago saw 52,000 deaths annually from malaria alone.

In one North African hospital, all but 5 of 1,500 seriously wounded casualties were saved. Thanks to the antitetanus shots, over which newly-inducted recruits growl so much, there was not a single case of tetanus among American troops.

But we are fighting on other fronts, too. The South Pacific area is a big problem for the Medical Department. In jungle warfare we find more casualties from sickness—malaria, dysentery, and tropical diseases than from gunshot wounds.

You are part of a fighting army. Your battles are as serious and many times more dangerous than that of the soldier who carries a rifle. Yet only 10 percent of war is fighting, and 90 percent is getting ready for it.

Our mission today, as it was in the past, is the same—to contribute to the success of military operations by the application of technical knowledge of two major military problems (1) conservation of mobilized manpower and (2) prevention of adverse affects of unevacuated casualties upon combat efficiency.

Efficient medical service is not accomplished by wishful thinking. It is brought about through knowledge and training. We have the best medical service in the world. It is your job to uphold that reputation.

ORGANIZATION AND FUNCTIONS OF THE MEDICAL DEPARTMENT AND M.D. UNITS

(Echelons of Medical Service)

Fourth Period: One Hour

Place. Classroom.

Text References. FM 8-5, Chap. 1; FM 8-10, Chap. 1.

Instructional Aids.

Equipment. Use Chart No. 15.

Procedure. Conference.

1. Evacuation. In civilian life an injured or sick man is taken to a nearby hospital where he receives treatment. There the doctor, the patient, and the medical supplies are brought together under conditions whereby treatment can be given. But what about war? There the doctor, the patient (in war he is called a casualty) and the supplies can be brought together, but what of the conditions?

Dust-proof operating rooms, and light, pleasant surroundings cannot be secured in the forward areas of muddy or dusty fire-swept battlefields. Casualties must be moved farther to the rear. Casualties are not self-supporting but require individual care and treatment through all stages of their evacuation. A large proportion are unable to walk and must be carried each time they are moved. Casualties require care and treatment from the time they are received by the Medical Department until their final disposition. This is accomplished in a series of successive agencies and installations engaged in the collection, transportation, and hospitalization of the sick and injured.

The process of moving casualties from one medical installation to another farther to the rear is known as evacuation. The term "chain of evacuation" is applied to the entire group of successive agencies and installations engaged in the collection, transportation, and hospitalization of the sick and injured. The forward terminus of a chain of evacuation is usually an aid station; and the rear terminus a general hospital.

2. Of all the tasks of the Medical Department, the most difficult, and in combat the most important, is the evacuation of casualties. The operation of evacuation of casualties is of the nature of a major withdrawal. In operations against strong resistance as many as one-fifth of all greater proportion of certain elements, may require evacuation within a relatively short period. Under the most favorable circumstances the numbers involved would make the task difficult; but the true proportions of the problem are revealed only by the other factors that must be combated in the operation. These are—

ECHELONS of MEDICAL SERVICE

FIRST-UNIT MED. SERVICE
SECOND-DIVISION MED. SERVICE
THIRD-ARMY MED. SERVICE
FOURTH-COMMUNICATIONS ZONE
FIFTH-ZONE of THE INTERIOR

Chart No. 15

- a. The withdrawal must be made against a constant forward flow of troops and supplies, and interference must be kept to the minimum.
- b. Evacuees are unorganized. They must be gathered as individuals from all units of the force. They are not self supporting but require individual care and treatment through all stages of their withdrawal. Approximately half of them are not able to walk and must be carried each time they are moved.
- c. In forward areas especially, evacuation must be carried on at times under most trying conditions of weather, terrain, and combat. Conditions which variously impede all movement may increase the numbers to be evacuated.

3. The Echelons of evacuation. The medical service of the Army of the United States is organized into five echelons. These are from front to rear:

- a. First echelon—unit medical service, as performed by the medical detachments which establish aid stations—either battalion or regimental aid stations.
- b. Second echelon—division medical service—in the infantry division this is composed of collecting companies and clearing companies (collecting stations and clearing stations).
- c. Third echelon—Army medical service—this is composed of ambulance companies for motor transportation, and evacuation hospitals for treatment. There may also be convalescent hospitals for patients who have been treated. There are also medical groups for reinforcements—these are made up of separate medical battalions, or separate collecting, clearing or ambulance companies. There may also be associated medical troops as medical laboratories.

These three echelons serve mobile tactical units and are, therefore, made up exclusively of mobile medical units. The last two echelons pertain to territorial commands and the medical installations of these units are for the most part fixed.

- d. Fourth echelon—theater of operations. This contains stationary hospitals (known as station hospitals) and general hospitals. It also has within it hospital trains, motor ambulance units, air evacuation squadrons, and may contain hospital ships, as well as other transportation units, large laboratory units and convalescent hospitals.
 - e. Fifth echelon—the zone of the interior. This contains all of the medical means known to us in the continental United States.
4. Hospitalization.

- a. Casualties require care and treatment from the time they are received by the Medical Department until their final disposition. Hospitalization is a term restricted to care and treatment in those medical installations designed and equipped to undertake major procedures in the definitive treatment of the sick and injured.

- b. Hospitals are classified as "fixed" and "mobile."

- (1) Fixed hospitals include general hospitals and station hospitals.
- (2) Mobile hospitals comprise evacuation hospitals and surgical hospitals and clearing stations. However, a mobile hospital that cannot be evacuated of its patients becomes in effect a fixed hospital.

- c. As soon as the medical service receives a sick or injured person who requires hospitalization, it is confronted with a choice between two alternatives. It must either move the patient to a hospital, or a hospital to the patient. Two factors govern the choice. First and most important is the military situation at the time, and second, the condition of the patient.

- (1) In combat, the patient, regardless of his condition, must be moved to the hospital.

- (2) Every casualty evacuated must be replaced, so the evacuation of one man requires the movement of two. A replacement is rarely as valuable immediately to an organization as the veteran whose place he took. If a casualty can be made ready within a few days to resume his place in his organization, it may be more economical to move the hospital to him, than to move him to a hospital. To evacuate all casualties under all conditions so far to the rear that replacements must be furnished is uneconomical and undesirable. So when the military situation permits, patients that will be fit for full duty within a short time may be retained within the division in a clearing station. It must be remembered that this divisional medical unit must never be allowed to become immobilized with patients. Their primary function is evacuation in combat; and they must be free to discharge this function whenever combat is imminent.
- d. The objective of all hospitalization is to return a maximum number of casualties to full duty within a minimum time.
 - e. A certain proportion of casualties recover without being fit for military service. These must be classified and, those able, are returned to limited service, or transferred to other government medical agencies.

ORGANIZATION AND FUNCTIONS OF THE MEDICAL DEPARTMENT AND M.D. UNITS

(First and Second Echelons, Medical Service)

Fifth Period: One Hour

Place. Classroom.

Text References. Illustrated Instructor's Reference for FS 8-75, "Medical Service of the Infantry Division, Part I, Medical Detachments." Illustrated Instructor's Reference for FS 8-76, "Medical Service of the Infantry Division, Part II, The Medical Battalion"; FM 8-10.

Instructional Aids.

Equipment. FS 8-75, "Medical Service of the Infantry Division, Part I, Medical Detachments"; FS 8-76, "Medical Service of the Infantry Division, Part II, The Medical Battalion."

Procedure. Discussion and Demonstration of FS 8-75, and FS 8-76. Part I. (31 frames).

1. The Medical Detachment of the Infantry Battalion and its subdivisions is the base upon which is built the entire medical evacuation of a field force. The film strip illustrates its subdivisions of company aid men, litter bearers and aid station personnel. The equipment and transportation are pictured.
2. Evacuation of casualties, from the time the injured man falls and is treated, to his evacuation by litter bearer squad to the battalion aid station.
3. A battalion aid station is shown, with its location in a desirable site with defilade, water, lines of drift, concealment, slit trenches for casualties. It is 300 to 800 yards from the front.

4. Casualties are treated in the aid station. Records are made of their treatment on a field medical record with the aid of an imprinting machine, utilizing the soldier's "dog tags."
5. Treatment is given casualties, who have been segregated into slightly and seriously wounded. Those in shock are given plasma, others have hemorrhage controlled, splints applied, morphine or tetanus toxoid administered. Those fit for duty are returned to their combat units.
6. The station is in constant communication with the collecting company via liaison agents and litter bearers evacuating the station.
7. Medical detachments with division artillery are somewhat similar to the infantry detachments.
 - a. Artillery uses "jeeps" to evacuate battery positions.
 - b. Aid stations resemble infantry aid stations.
 - c. Casualties are evacuated to the clearing station by trucks of the artillery.
8. Engineers have a detachment similar to the infantry battalions.
9. The Medical Detachment of Division Special troops furnishes medical care for Division Headquarters, ordnance, signal, quartermaster and reconnaissance units.
10. The first echelon medical service is performed by medical detachments which are "attached" to each regiment or separate battalion of the division. The three primary functions of each medical detachment are (1) to administer emergency medical treatment on the battlefield, (2) to evacuate casualties to the aid station, and (3) to give such treatment at the aid station as is necessary to save life and limb and prepare the casualty for further evacuation to the rear. These three steps are fundamental to the first echelon medical service of the division. A wounded infantryman will be evacuated through an infantry battalion aid station unless he is located near regimental headquarters, in which case he will be evacuated through the regimental aid station. A wounded artilleryman will be evacuated through the artillery battalion aid station; a wounded combat engineer may be evacuated through the combat engineer battalion aid station. Casualties suffered by personnel of division headquarters, or of signal, quartermaster, or reconnaissance units will be treated by personnel of the medical detachment headquarters special troops.

After a casualty has been treated at an aid station he passes out of the first echelon medical service. The second echelon medical service is responsible for his further evacuation and treatment.

Part II (56 frames).

1. The second echelon in the chain of evacuation of casualties in the infantry division is furnished by the medical battalion.
2. The medical battalion is composed of a headquarters, a headquarters detachment, three collecting companies and a clearing company.
3. A collecting company is designed to give support for one infantry regiment. It is divided into company headquarters, a litter bearer platoon, a station platoon, and an ambulance platoon.

4. Litter bearers evacuate battalion and regimental aid stations of the infantry. To ease the work of litter bearers, litter relay posts and wheeled litters are utilized.
5. The collecting station should be located between 1200 and 3500 yards behind the zone of contact. It has a number of departments to aid in the treatment of casualties.
6. Slightly wounded are returned to their combat organizations, and seriously wounded are prepared for evacuation and transported to the rear.
7. Ambulances of these collecting companies are utilized to transport the casualties to the clearing station.
8. The clearing company may be set up in tents or in existent buildings. It consists of a number of departments, each specialized in the care and treatment of various classes of wounded.
9. Near the clearing station is the service and supply unit of the medical battalion, known as Headquarters Detachment. Nearby is the battalion command post, or nerve center of the battalion.
10. In order to simplify the system of evacuation only infantry evacuation has been discussed. Casualties of other arms and services, having their own medical detachments, are evacuated on the same basic principles. Casualties are brought from the battalion aid and regimental aid stations to the collecting station, usually by litter bearers of the collecting company. From the collecting station they are transported by collecting company ambulances to the clearing station. This is the rearmost medical installation in the division area and evacuation from it is by the third echelon medical service, or Army medical service.

ORGANIZATION AND FUNCTIONS OF THE MEDICAL DEPARTMENT AND M.D. UNITS

(Medical Service of the Army Air Forces and Air Evacuation)

Sixth Period: One Hour

Place. Theater.

Text References. Chap. 18, "The Air Force in Theaters of Operations, Organization and Functions"—a field manual unnumbered. Procurable from Hq. AAF, War Dept., Wash. (25) D.C.; T/O of 1- and 8- series.

Instructional Aids.

Equipment. Use Chart No. 16. Film Report No. 64 "Evacuation of Casualties by Air"—AAF film, (running time 18 minutes).

Procedure. Conference and Demonstration.

Part I. Outline of Conference.

1. Mission—the general mission of the medical service is to contribute to the success of military operations by conserving fighting strength of the command through:
 - a. Conservation of mobilized manpower.
 - b. Prevention of adverse morale, which might result if casualties are not properly evacuated.
 - c. Prevention of disease and injury.

2. **Organization.** The medical service of an Air Force is organized to fulfill the responsibilities of treatment, evacuation, health of troops, supervision of public health measures in occupied territory, storage and distribution of medical supplies, preparation, classification, and preservation of records of sickness and injuries, training of medical department personnel, and submission of information and recommendations to the proper authority of all matters within the scope of the medical service. Medical detachments are also component parts of service units, as engineers, signal, and other services assigned to the Air Forces. Each squadron of the Army Air Forces, and many headquarters units have a medical section, usually composed of one medical officer and about eight enlisted men, who are known as the "medical section" of a squadron. They operate in a manner similar to ground troops. In addition, there are three medical units peculiar to the AAF, and are provided as needed.

a. **Medical Supply Platoon, Aviation**—to operate with an air depot or service group.

b. **Medical Dispensary Detachment, Aviation**—to operate with a combat group located in isolated areas where other medical service is not available. This unit is very necessary in a war of movement, especially for use prior to the arrival of less mobile units. The unit operates a 12-bed medical installation.

c. **Medical Air Evacuation**

Transport Squadron—to operate with troop carrier units within Theaters of Operations, and with the Air Transport Command.

3. **The squadron medical section.** The squadron surgeon (a captain or a lieutenant Medical Corps supervises the activities of the squadron medical section of 8 or 10 men). Duties:

- a. Establishes and operates the squadron aid station or dispensary as necessary.
- b. Manages the squadron sick call.
- c. Treatment of the sick and wounded and making records and reports thereof.
- d. Sanitation of the squadron area, mess, latrines, etc.
- e. Conduct of physical examinations of squadron personnel not physically fit for flying duty.
- f. Training of squadron medical section personnel.
- g. Keeping the squadron commander informed on matters of military sanitation and hygiene.
- h. Gas casualty officer.

4. **Evacuation of air force squadrons.**

- a. There is no established chain of evacuation in the air force.

AIR FORCE MEDICAL UNITS

1. SQUADRON MED. SECTIONS
2. ATTACHED UNITS (DETACHMENTS)
3. MED. SUPPLY PLAT., AVIATION
4. MED. DISPENSARY DET., AVIATION
5. MED. AIR EVAC. TRANSP. SQUADRON

Chart No. 16

- b. The squadron medical section, either by its own organic ambulances, or by vehicles of adjoining units e.g.: collecting or ambulance companies, the squadron aid station is evacuated to the nearest medical installation of the army or communications zone.
- c. In the United States the Air Forces have their own station hospitals but in foreign theaters hospitalization is furnished by the Army Service Forces.
- d. Remote air bases may be serviced by Medical Dispensary Detachments, Aviation. These units may establish 12 bed hospitals.
- e. Air force squadrons which are remote from any ground force installations are transported by aid transport planes to a ground force or army service force medical installation, be it clearing station, evacuation station, or general hospital.

Part II. Air Evacuation Picture (18)

Introduce this picture with emphasis that it is an actual photographic record of evacuation of casualties, both allied and enemy, in the North African Campaign. Note the close coordination of British and American medical services.

ORGANIZATION AND FUNCTIONS OF THE MEDICAL DEPARTMENT AND M.D. UNITS

(Field Medical Organization and Evacuation)

Seventh Period: One Hour

Place. Classroom.

Text References. FM 100-5 including C-1; FM 8-5; FM 8-10; T/O and E 8- series; FM 100-10; AR 40-5; AR 40-580; AR 40-600.

Instructional Aids.

Equipment. Use Charts No. 12 and 17.

Procedure. Conference.

Part I. Review.

1. The Medical Department:

- a. Status. The Medical Department is one of the services of the Army Service Forces. It has the general functions of administration, supply, evacuation, and hospitalization.
- b. The Medical Department is composed of the Medical Corps, the Dental Corps, Hospital Dietitians, Physical Therapy Aides, Contract Surgeons, the Administrative Corps, the Veterinary Corps, and the Pharmacy Corps. It also includes enlisted men of the Medical Department.
- c. The Medical Department is guided by The Surgeon General, and his assistants. He has the grade of Major General.
- d. Colors of the Medical Department are Maroon and White. This is applied to enlisted men's garrison cap braid, as a maroon and white entwined piping. The guidons of the Medical Department are maroon with white caduceus and white figures thereon.
- e. The distinctive insignia of the medical department is the caduceus.
- f. The general mission of the medical service is to contribute to the success of military operations by application of technical knowledge to the two major military problems:
 - (1) Conservation of mobilized manpower.

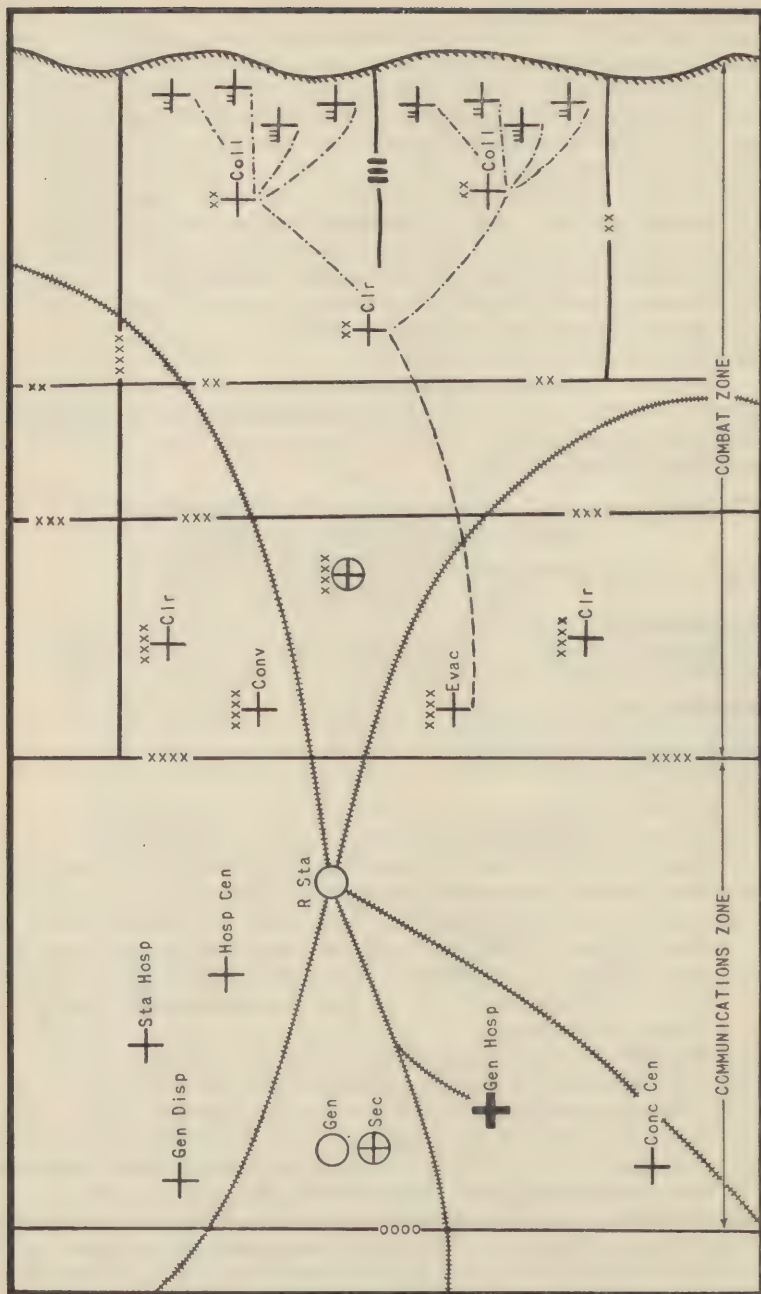


Chart No. 17—Theater of Operations

(2) **Prevention of adverse morale which might result if casualties are not properly evacuated.**

- g. Dental service is an integral element of medical service. It contributes to the conservation of mobilized manpower by the prevention of dento-oral disease, and by the treatment or correction of such disease, injury, abnormality, or deficiency. In combat, dental personnel assist in emergency treatment, evacuation, and other general functions of the medical service.
- h. Veterinary service has as its mission the conservation of animals of the Army, and of mobilized manpower insofar as it is influenced by the quality and sanitary condition of foods of animal origin.
- i. Medical personnel in combat wear a white brassard (armband) with a red cross, whereas veterinary personnel wear the green cross.
- j. The medical service is divided into five (5) echelons (refer to chart in reviewing them). Enumerate the various medical units contained within each echelon, as enumerated in outline of fourth hour.

Part II. The chain of evacuation. Utilize large chart "Theater of Operations." Illustrate all definitions, as they are pointed out on the chart by examples from the moving allied troop dispositions.

- 1. A theater of war comprises those areas of land, sea, and air which are, or may become, directly involved in the conduct of war.
- 2. A theater of operations is a term used to designate that portion of the land, sea, and air areas of the theater of war necessary for military operations, either offensive or defensive, pursuant to an assigned mission, and for the administration incident to such military operations. The theater is organized for tactical control and administrative control to the extent indicated by War Department instructions.
- 3. The combat zone comprises that area of the theater required for the armies. It is divided for tactical control into army, corps, and division areas, each controlled by the commander of the corresponding unit. The rear boundary is designated by the theater commander and is changed to conform to the movement of the armies.
- 4. A communications zone is that part of a theater of operations, continuous to the combat zone, which contains the lines of communication, establishments for supply and evacuation, and other agencies required for the immediate support and maintenance of the field forces in the theater of operations.
- 5. The zone of the interior comprises the area of the national territory exclusive of areas included in the theater of operations.
- 6. An army is composed of a headquarters, certain organic army troops, a variable number of corps, and a variable number of divisions, of which some or all may be assigned from time to time to corps. The army is an administrative as well as a tactical unit. Several armies may be organized into a group of armies under a designated commander. Such a group is primarily a tactical command.
- 7. A corps consists of a corps headquarters, certain organic corps troops such as infantry, cavalry, armored divisions as may be

assigned to it. The corps is primarily a tactical unit.

8. The division is the basic large unit of the combined arms. It comprises a headquarters plus infantry, cavalry, or armored units (depending on type division), plus field artillery units, and certain troops of other arms and services. It is an administrative as well as a tactical unit.
9. The chain of evacuation. Utilize the large chart. Point out how the casualties, wounded near the zone of contact, are evacuated.
 - a. Company aid men with the companies at the front treat the man.
 - b. Litter bearers carry him to the battalion aid station.
 - c. A medical officer assisted by enlisted men of the medical department treats the man at the battalion aid station.
 - d. The man is transported by collecting company litter bearers, jeep, truck, or ambulance to the collecting station.
 - e. The casualty is further treated by medical officers and enlisted men of the collecting company.
 - f. The casualties are now transported by ambulances of the same collecting company to the clearing station.
 - g. At the clearing station these casualties receive further treatment. All through this chain of evacuation, attempts are made to return men to their combat organizations if their condition does not warrant further evacuation.
 - h. Ambulances from separate ambulance companies in convoy now transport the casualty from the clearing station to the Evacuation Hospital. This hospital may be of the small semimobile type, or the large relatively immobile type. Casualties, after treatment, may be sent to convalescent hospitals or be evacuated.
 - i. Casualties now may move by motor ambulance convoy, by air transport planes, by railroad to general hospitals or hospital centers.
 - j. Casualties requiring prolonged hospitalization may now be evacuated further to the rear, or to the United States, generally by hospital ship or by transport plane. Of course ambulances, railroads, or other means of evacuation may be interposed.
 - k. Station hospitals are established in the communications zone to care for troop concentration areas, rear air bases, and other rear area installations. They may be evacuated to general hospitals or hospital centers.
 - l. Medical depots, general dispensaries, and other installations are provided as required.
 - m. Army has clearing stations, convalescent hospitals as required.
10. Air force evacuation.
 - a. The air force has no large established chain of evacuation as has been demonstrated.
 - b. Squadron casualties are first treated by the medical section of the squadron.
 - c. The squadron medical section either by its own organic ambulances, or by ambulances of adjoining units: e.g., collecting companies, is evacuated to the nearest medical installation of the Army or communications zone. Thus air force casualties may tie

into the chain of evacuation, or may initially be taken to a general or station hospital.

- d. Air force squadrons which are remote from any ground force installations are transported by air to a ground force or service force installation.
 - e. Remote air bases may be served by specialized air force units known as "Medical Dispensary Detachments, Aviation." These units may establish 12 bed hospitals.
11. Recall the mission of the medical service and its contribution to the success of military operations by conserving fighting strength of the command through:
- a. Conservation of mobilized manpower.
 - b. Prevention of adverse morale which might result if casualties are not properly evacuated.
 - c. Prevention of disease and injury.
12. No other service is so widely scattered throughout the entire theater of war as the medical service. From the zone of the interior to the firing line, personnel of the Medical Department are in direct contact with every soldier. Every installation in the rear of the combat zone and every tactical unit from army to company or troop has its attached medical personnel. During the World War 7,000,000 men were examined, and over 4,000,000 sick and wounded were treated in military hospitals. The Medical Department in time of maximum activity may perhaps be in control of approximately 27 percent of the entire military force.

A department whose officers may number $\frac{1}{8}$ of all the officers of the army and which in full swing may find itself actually in control of $\frac{1}{4}$ the entire personnel of the army, may well consider its responsibility to the public and take stock of its ability to meet its obligations. Something more than medical education and medical and surgical skill is required to meet these administrative responsibilities. Plans laid on a knowledge of the organization, administration and tactics of all units of the military establishments are necessary for the Medical Department, to make an adequate contribution to the plans of our present war.

As a medical soldier, you are a fighting man, fighting an enemy that kills or wounds more men than any Nazi or Jap army can ever hope to—that enemy is disease. Even in our present war, three men are taken out of combat by malaria to every one that is injured by bullets. Yet your job is to take care of all of them. It is a job greater than any combat arm. You can be proud to be a member of the medical department. Your sole weapon is the white arm band with the red cross. It takes "intestinal fortitude" to enter battle with such a weapon. Medical men in every theater have received decorations from their country, commendations from their officers, and have been lauded by every radio commentator and newspaper correspondent. From Guadalcanal and Sicily, and Attu you have read of the litter bearers who entered areas to remove wounded while the armed men protected them by fire from the rear. You are those medical soldiers, the real heroes of the war.

MILITARY COURTESY AND DISCIPLINE

Purpose and Scope. The purpose of this course is to teach Medical Department personnel the proper method of rendering military courtesies on any or all occasions.

The scope includes the courtesies rendered officers; the National Anthem; national and regimental colors and standards.

Actual Time Allotted: 8 hours.

Text References. Sec. I-III FM 21-50; Chs. 1-2, FM 21-100; Ch. 9, App., FM 22-5; Sec. II, Ch. 2, FM 26-5; AW 110, MCM; AR 600-10; AR 600-15; AR 600-25; AR 600-30; AR 600-355; AR 615-290; AR 260-10; TF 11-157; FS 12-3; TC No. 70, WD 1943.

Methods of Instruction. Conference, Demonstration (Indoor and Outdoor), Group Performance (Indoor and Outdoor).

Standards of Proficiency. Each Soldier:

1. To render smartly and correctly the hand salute.
 - a. Know when the salute is given.
 - b. Know the correct saluting distance.
 - c. Know whom to salute.
 - d. Know what is meant by "under arms," "outdoors," "indoors."
2. To render smartly and correctly the proper courtesies to officers on their various occasions of meeting.
 - a. Occasions for the salute.
 - b. Courtesies which omit the salute.
 - c. Occasions when salutes and honors are not observed.
3. To render the proper courtesy when in uniform to:
 - a. The National Anthem.
 - b. National and regimental colors or standards.
4. To render the proper courtesies when a witness at a court-martial.
5. To render the proper courtesy at the pay table.

MILITARY COURTESY AND DISCIPLINE

(Indoor and Outdoor)

First Period: One Hour

Place. Classroom.

Text References. Sec. I-III FM 21-50; Chs. 1-2, FM 21-100; Ch. 9, App., FM 22-5; Sec. II, Ch. 2, FM 26-5; AW 110, MCM; AR 600-10; AR 600-15; AR 600-25; AR 600-30; AR 600-355; AR 615-290; AR 260-10.

Instructional Aids. None.

Procedure. Conference—Introductory remarks by the instructor, principally stressing the meaning of indoor and outdoor military courtesies and the reasons why military courtesies are so indispensable to military discipline. The following factors should be covered:

1. The meaning of courtesy and discipline.
2. Manner of rendering courtesies.
3. The military salute.
4. The correct use of titles.
5. Courtesies to the National Anthem.
6. Courtesies to the National Flag.
7. Summary and conclusions as desired. Suggest that questions by men be withheld until subsequent periods; the motion picture and demonstrations will tend to clarify this preliminary conference.

MILITARY COURTESY AND DISCIPLINE

(Indoor and Outdoor)

Second Period: One Hour**Place.** Theatre or suitable classroom.**Text References.** Same as First Period.**Instructional Aids.****Equipment.** TF 11-157 (running time approximately 26 minutes).**Procedure.** Conference and Demonstration.

1. Brief introductory remarks covering courtesy, discipline, and customs of the service.
2. Show TF 11-157.
3. Summary and conclusions as desired. Suggest emphasis on rendering the hand salute in a precise, military manner. This is a good time to answer questions relative to various circumstances as brought out in the actual Training Film.

MILITARY COURTESY AND DISCIPLINE

(Indoors)

Third Period: One Hour**Place.** Classroom.**Text References.** Same as First Period.**Instructional Aids.****Personnel.** 5 officers; 1 first sergeant; 1 company clerk; 6 privates.**Equipment.** 2 tables; 7 chairs; 1 deck of cards; 1 pistol and belt; 1 typewriter; paper; 4 sets of messing equipment; service uniforms; one rifle and belt.**Procedure.** Demonstration.

1. **PRELIMINARY REMARKS ABOUT MILITARY COURTESIES BY INSTRUCTOR.** (See I, FM 21-50).
2. **THE SALUTES.** The following salutes will be explained and demonstrated.
 - a. The hand salute, covered. (Fig. 2, FM 21-50; Par. 20, FM 22-5).
 - b. The hand salute, uncovered. (Fig. 7 FM 21-50).
 - c. The salute by removing headdress. (Par. 10c, FM 21-50).
 - d. The rifle salute at right shoulder arms. Fig. 6, FM 21-50).
 - e. The salute by a sentinel armed with rifle. (Fig 5, FM 21-50).
3. **OFFICER REPORTING FOR DUTY AT A MILITARY POST.** Par. 8b (3) and Fig. 7, FM 21-50).

SCENARIO: The Adjutant is seated at his desk at post headquarters. The officer reporting for duty removes his headdress and knocks at the door.*Adjutant:* "Come in."

Upon entering, he marches up to within two paces of the adjutant's desk, halts, salutes, and says: "Sir, Lieutenant Jones reports for duty." He then presents a copy of his orders.

The adjutant, after returning the salute, rises, takes the new officer's orders, shakes hands with him, welcomes him to the organization, and invites him to be seated.

Adjutant: "The commanding officer is not here at present, but will be in at eleven o'clock and will receive you at that time."

The officer then rises, faces the adjutant and says: "Thank you, Captain. I will be here at eleven o'clock." Holding his cap in his left hand, he salutes.

After the adjutant acknowledges the salute, the new officer executes about face, and withdraws.

4. CEREMONY OF CHANGING OFFICER OF THE DAY.

SCENARIO: The commanding officer is seated at his desk. The old and new officers of the day, the old officer of the day on the right, appear at the door. The old officer of the day, carrying the guard report in his left hand, knocks.

Commanding officer: "Come in."

The demonstration then proceeds as laid down in Par. 13j, FM 26-5.

5. MILITARY COURTESIES IN COMPANY OFFICE.

a. A soldier reports to the first sergeant in the orderly room or tent.

SCENARIO: First sergeant and company clerk are seated at their desks. A soldier appears in the doorway and knocks.

First sergeant: "Come in."

Soldier removes headdress with left hand and takes position at attention in front of the desk of the first sergeant.

Soldier: "Private Smith has permission of the platoon sergeant to speak to the first sergeant.

First sergeant: "What do you want, Smith?"

Soldier: "I'd like a pass, Sergeant, from Saturday noon until Monday morning."

First sergeant: Looking at the duty roster: "I'll take it up with the company commander later in the morning, I think he'll approve it."

Soldier: "Thank you, Sergeant."

The soldier leaves the orderly room.

b. A soldier reports to the company commander in his office or tent.

SCENARIO: First sergeant and company clerk are seated at their desks. The company commander is seated at the desk in his office. An orderly is seated near the door.

First sergeant: "Orderly, tell Jones to report to me."

Orderly: "Yes, Sergeant."

Orderly departs.

In a few moments the orderly returns and takes his seat.

Just behind him is another soldier who halts at the door and knocks.

First sergeant: "Come in."

Soldier removes headdress with his left hand and takes position at attention before the desk of the first sergeant.

Soldier: "Private Jones reports to the first sergeant as directed."

First sergeant: "You wanted to see the company commander about a furlough, didn't you?" (Par. 8b(4), FM 21-50).

Soldier: "Yes, Sergeant, I did."

First sergeant: "The company commander is in his office now. You have my permission to go in and see him."

Soldier: "Thank you, Sergeant."

Soldier walks to the door of the company commander's office and knocks: (Par. 8b(3), FM 21-50).

Company commander: "Come in."

Soldier, still carrying headdress in his left hand, enters the office, halts within two paces of the company commander's desk and salutes.

When the company commander has acknowledged the salute, the soldier reports:

"Sir, Private Jones has the first sergeant's permission to speak to the company commander."

Company commander: "All right, Jones, what is it you want?"

Soldier: "Sir, I'd like to get a seven day furlough."

Company commander: "Oh, yes; when do you want to leave?"

Soldier: "Next Tuesday, sir."

Company commander: "I will recommend your furlough to the regimental commander and I feel sure he will approve it."

Soldier: "Thank you, sir."

Soldier salutes and when the salute is acknowledged he faces about and leaves the office.

c. Orderly reports to the orderly room with a message for the company commander.

SCENARIO: The first sergeant and company clerk are seated at their desks. The company commander is seated at the desk in his office. An orderly, wearing side arms and covered, appears in the doorway and knocks.

First sergeant: "Come in."

The orderly, without removing his headdress, enters and stands in front of the first sergeant's desk.

Orderly: "Sergeant, I have a message for the company commander."

First sergeant: "The company commander is in his office. Deliver your message."

Orderly walks to the door of the company commander's office and knocks.

Company commander: "Come in."

Orderly, still covered, enters the office, halts within two paces of the company commander's desk and salutes.

When the company commander has acknowledged the salute, the orderly reports: "Sir, the battalion commander directs that the Captain report to him in his office at once."

Company commander: "Inform the battalion commander that I will be in his office immediately."

Orderly salutes. When the company commander has acknowledged the salute, the orderly faces about and departs.

d. Common errors.

(1) Soldier reporting to company commander.

SCENARIO: The first sergeant and company clerk are seated at their desks. The company commander is seated at the desk in his office. A soldier appears in the doorway. The collar band of his shirt is unbuttoned and his

necktie has been pulled away from the collar. He is wearing his headdress at a rakish angle. Without knocking he strolls into the orderly room.

First sergeant: "Soldier, get out of here. You knock on that door whenever you want to come in here."

Soldier returns to the door and knocks.

First sergeant: "Come in."

Soldier strolls in again and as he gazes around the orderly room he says to the first sergeant:

"How about a furlough for me, Sergeant?"

First sergeant: "Take off your cap."

Soldier removes headdress and places it on the first sergeant's desk.

First sergeant: "Button your shirt and fix your tie."

Soldier begins to button his shirt when the first sergeant notices the cap on his desk.

First sergeant: "Take your cap off my desk. Face toward me. Look me in the eye. Now, who are you and what do you want?"

Soldier: "Why, you know me, Sergeant. I'm Jones."

First sergeant: "Well what do you want?"

Soldier: "I want a furlough."

First sergeant: "No, you can't ask for a furlough until you learn something about military courtesy. Report to your platoon sergeant for such instruction."

The soldier backs toward the door and withdraws hurriedly.

(2) Orderly reporting to the orderly room with a message for the company commander.

SCENARIO: The first sergeant and company clerk are seated at their desks. The company commander is seated at the desk in his office. He is intently occupied with papers on his desk.

An orderly strolls into the orderly room and goes to the first sergeant's desk. He leans on the desk and pushes his headdress to the back of his head with the thumb of his left hand and asks:

"Is the 'old man' in his office? I have a message for him."

First sergeant: "Deliver your message."

The orderly walks jauntily into the company commander's office and halts just inside the door. He executes a breezy and unorthodox salute and delivers this message:

"Cap'n, the Major wants to see *you* in his office (brief pause) right away."

Captain: "What is your name and organization, Soldier?"

Orderly: "Brown, 'D' Company, Cap'n."

The orderly salutes, cuts a wide swath in reaching the door and departs whistling.

6. MILITARY COURTESIES IN THE HALLWAY OF BARRACKS, SQUAD ROOM, ETC.

a. A soldier working in hallway.

SCENARIO: A soldier, wearing fatigue uniform without headdress, is sweeping the hallway. An officer approaches and passes. The soldier continues with his work.

The officer returns and stopping in front of the soldier asks: "Can you tell me where the adjutant's office is?"

The soldier stops working, stands at attention with the broom in his left hand, salutes and replies: "Yes, sir, the adjutant's office is upstairs."

Officer: "Thank you."

The soldier again salutes and, when the salute is acknowledged, continues with his sweeping.

b. Several soldiers walking in a hallway as an officer passes.

SCENARIO: The following men are walking down a hallway:

A soldier in fatigue uniform, covered.

A soldier in service uniform, covered, but without arms.

An officer approaches. One soldier commands: "ATTENTION" (Par. 30g(3), FM 21-100).

The soldiers halt and face the officer at attention. Both soldiers remove their headdresses with their left hand.

The officer addresses one of the soldiers: "Did you deliver that message to Captain Jones?"

The soldier salutes and replies: "Yes, sir." At the completion of the conversation he again salutes. The officer acknowledges both salutes.

c. A sentinel from the main guard posted indoors.

SCENARIO: A soldier, armed with a pistol, is standing "at ease" on his post. An officer approaches. The sentinel comes to attention and executes the hand salute. The officer acknowledges the salute.

d. Common errors.

SCENARIO: A soldier, armed with a pistol, is standing "at ease" on his post. The following men appear from one end of the hall:

A soldier in fatigue uniform, covered.

A soldier in service uniform, covered, without arms.

An officer approaches from the opposite end of the hall. One soldier commands: "ATTENTION."

The sentinel on post comes to attention but does not salute.

The soldier in service uniform remains covered and salutes.

The soldier in fatigue uniform removes his headdress with the right hand.

The instructor points out to the class the errors which have been made.

7. MILITARY COURTESIES IN A DAY ROOM. (Par. 8b, (9) FM 21-50).

SCENARIO: Four men are seated at a table playing cards. An officer enters. The officer approaches the group and speaks to one of the men: "Are you the room orderly today?"

The soldier to whom the question is addressed rises, salutes and replies, "Yes sir." (Others at work or play are not required to render any courtesy unless addressed).

Officer: "That will be all."

The soldier again salutes, the officer acknowledges the salute, and leaves.

8. MILITARY COURTESIES IN MESS HALL. (Par. 8b, (10) FM 21-50).

SCENARIO: Four soldiers are seated at a table eating when an officer enters. The mess sergeant commands "AT EASE." All men continue eating.

(4)

but remain "at ease" until the officer directs otherwise or leaves the room. The officer asks one of the four men: "Sergeant Jones, are you in charge of quarters?" The soldier remains seated at attention and replies: "Yes, sir."

Officer: "That is all."

9. MILITARY COURTESIES IN THE ORDERLY ROOM OR OFFICE.

(Par. 8b (9), FM 21-50).

a. In a surgeon's office.

SCENARIO: Two clerks are seated at desks. One clerk is writing, the other is operating a typewriter. An officer enters and speaks to the man at the typewriter.

Officer: "Is this the surgeon's office?"

The man stops typing and replies: "Yes, sir, it is." He does not rise.

Officer: "Is the surgeon in?"

Soldier: "I don't know, sir, but have this seat; I'll find out."

The soldier indicates a chair.

The officer sits down. The soldier leaves the room and returns after a moment.

Soldier: "The surgeon is in his office, sir, and will see you now."

The soldier returns to his typewriter and the officer enters the surgeon's office. The other clerk, who was not addressed by the officer, has continued with his work without interruption.

b. Common errors.

SCENARIO: The stage is set as in par. 9a.

An officer enters and speaks to the man at the typewriter.

Officer: "Is this the surgeon's office?"

The soldier, without looking up from his work answers, "Yes, it is."

Officer: "Is the surgeon in? I wish to see him."

Soldier: "I don't know. Just a minute and I'll find out."

The soldier continues to type, finishing several lines before he gets up from his desk.

The soldier leaves. The officer wanders around the office. After some time the soldier returns, sits down at his typewriter and pointing with his thumb, says: "Yes, the surgeon is in his office." He then goes on typing.

Officer: "Well, will the surgeon see me now?"

Soldier: "I don't know. You can go in and see for yourself."

Officer: "Well, I'll be x x." (Exit).

10. MILITARY COURTESIES AT COURT-MARTIAL.

a. Correct method.

SCENARIO: A special court-martial is in session. Three members of the court are seated at a long table. The judge advocate and defense counsel are in their positions. The prisoner is in his seat. The judge advocate rises and moving to the door, says: "Private Jones."

Private Jones wearing side arms enters, removing his headdress with his left hand as he passes through the door (Par. 11, FM 21-50). He stops before the court and salutes the president. When the president has acknowledged his salute, the soldier faces the judge advocate and raises his right hand.

Judge advocate: "You swear that the evidence you shall give in the case now in hearing shall be the truth, the whole truth and nothing but the truth, so help you God?"

Soldier: "I do."

Judge advocate: "Take that seat."

The witness takes the chair. He sits at attention, facing the court with his heels together, and his headdress on his lap clasped by the fingers of both hands.

Judge advocate: "Give your full name, rank, serial number, organization and station."

Witness: "John Jones, Private, R-567630, Company "B" 32d Medical Battalion, Carlisle Barracks, Pa."

The judge advocate, pointing to the prisoner asks: "Do you know the accused?"

Witness: "Yes, sir."

Judge advocate: "What is his name?"

Witness: "Private Henry Smith, sir."

Judge advocate: "Has the court any questions?"

President of the court, looking inquiringly at the members of the court: "There appears to be none."

Judge advocate: "The witness is excused."

The witness rises, and holding his headdress in his left hand, faces the president of the court at attention and salutes. The president of the court acknowledges the salute and the witness withdraws.

b. Common errors.

SCENARIO: The stage is set as in Par. 10a above. Private Jones appears in the doorway, wearing side arms, and covered. He hesitates momentarily in the doorway, looks about in bewilderment and ambles listlessly toward the only vacant chair he sees.

Judge advocate: "Come here, Jones."

Jones moves in front of the judge advocate and taking position "at ease," waits.

Judge advocate: "Remove your headdress."

The witness removes his headdress with his right hand.

Judge advocate: "Salute the President of the Court."

The witness begins to comply and then finding his right hand encumbered with a cap, hesitates a moment before placing the cap on the judge advocate's desk. Finally he salutes the President.

Judge advocate: "Raise your right hand."

The witness raises his left hand.

Judge advocate: "Your right hand."

The witness complies.

Judge advocate: "You swear that the evidence you shall give in the case now in hearing shall be the truth, the whole truth and nothing but the truth, so help you God?"

The witness remains silent.

Judge advocate: "Well, do you?"

Witness: "Yes, SIR."

Judge advocate: "Take that seat."

The witness takes several steps toward the witness chair, remembers his headdress and returns to the judge advocate's table to retrieve it. He finally gets seated, slumped in an undignified posture with his legs crossed. He appears to be ill at ease. His hands are busy creasing and brushing his cap.

Judge advocate: "Give your full name, rank, serial number, organization and station."

Witness: "John Jones, private."

Judge advocate: "What is your serial number, organization and station?"

Witness: "567630." He drops his cap on the floor and recovers it.

Judge advocate: "What's your organization and station?"

Witness: "Well, Lieutenant, I belong to Company "B" but I've asked for a transfer, only I haven't heard a thing and if"

Judge advocate: "That'll do, Jones. Has the court any questions?"

President of the court: "There appears to be none."

Judge advocate, (to witness): "You may go now."

Witness rises and makes a dash for the door.

Judge advocate: "Come back here." Witness halts and faces the judge advocate. "Salute the President of the Court."

The witness moves to the end of the table, faces the flank of the court, salutes improperly, and leaves.

11. MILITARY COURTESIES AT THE PAY TABLE.

a. Correct method. (Par. 8b, (6) FM 21-50).

SCENARIO: An officer and a clerk are seated at adjacent tables. The clerk is scanning the pay roll. The officer is fingering stage currency on the desk before him.

Clerk: "Private Smith."

Smith: "Here." Smith, removing his headdress with his left hand, places himself in front of the officer's desk, and salutes.

Clerk: "Twenty-three dollars and thirty cents."

The officer counts out the money and pushes it toward Smith. Smith, still holding his headdress in his left hand, scoops the money into it with his right hand, executes a right face and departs.

The clerk calls the names of three other soldiers who receive their pay in the same manner as Smith.

b. Common errors.

The scene does not change.

Clerk: "Private Brown."

Brown: "Yo!"

Brown enters without removing his headdress and steps up to the officer's desk. He salutes after a fashion.

Clerk: "One dollar and seven cents."

The officer counts out the money and pushes it across the table.

The soldier in attempting to brush the coins into his left hand drops several on the floor. Then on his hands and knees, he picks up the scattered money.

MILITARY COURTESY AND DISCIPLINE

(Outdoors)

Fourth Period: One Hour**Place.** Outdoors. (Bleachers or amphitheater if available).**Text References.** Same as First Period.**Instructional Aids.**

Personnel.	Band (if available)	2 color bearers
	10 privates	2 color guards
	1 noncommissioned officer	1 chauffeur
	each grade	1 officer
	1 bugler	1 mounted orderly
Equipment.	1 car	1 baseball
	2 brooms	2 pistols and belts
	2 baseball gloves	1 horse
	1 bugle	8 rifles and 8 belts
	Band instruments	2 rifles and belts for colorguards

Procedure. Demonstration.**1. PRELIMINARY REMARKS BY INSTRUCTOR.** (Section I, FM 21-50).**2. SOLDIER WITHOUT ARMS SALUTES.**

a. Passing and overtaking an officer. Salutes are rendered as prescribed in Par. 6 & 7, FM 21-50.

b. Common errors. The officer posts himself in front of the center of the class, facing the front. Six soldiers, approaching from the officer's left, pass and salute the officer. They approach in single file with sufficient distance between men to enable the instructor to point out the errors made by each man before the next arrives. The following errors are demonstrated:

(1) Fingers are spread apart. The tip of the right fore-finger does not touch the forehead to the right of the right eye.

(2) Soldier has left hand in pocket.

(3) Soldier does not look at the officer as he salutes. His shirt is unbuttoned.

(4) Soldier holds cigarette in his right hand as he salutes.

(5) Soldier salutes with cap on the back of his head.

(6) Soldier salutes with cigarette in his mouth.

3. SOLDIERS ATTIRED AND ARMED IN VARIOUS WAYS, RENDER PROPER COURTESIES IN PASSING AN OFFICER.**a. Correct method.**

(1) Soldier armed with pistol executes hand salute.

(2) Soldier in fatigue uniform renders hand salute.

(3) Dismounted sentinel armed with a pistol, halts, faces the officer and executes the hand salute. (Par. 8a (5), FM 21-50).

b. Demonstration of common errors.

(1) Soldier, armed with the pistol, tilts head backward as he salutes.

(2) Soldier in fatigue uniform salutes, but he does not hold the salute until it is returned by the officer.

4. MOUNTED ORDERLY DELIVERS A MESSAGE TO A DISMOUNTED OFFICER. (Par. 12a FM 21-50).

SCENARIO: A soldier on horseback approaches the officer. As he arrives at saluting distance he brings the horse to a halt, dismounts and stands to horse. (Par. 7m (1) FM 21-50).

Soldier: "Sir, I have delivered your message to Lieutenant Smith."

Officer: "All right, Jones. Thank you."

The soldier mounts and rides off.

5. SOLDIERS ON FATIGUE DUTY RENDER PROPER COURTESIES TO AN OFFICER.

SCENARIO: Two soldiers in fatigue uniform, equipped with rakes, are working as an officer passes. The men continue with their work. A moment later the officer returns and halts in front of one of the men. The soldier, holding rake in left hand, stands at attention and salutes. The officer acknowledges the salute.

Officer: "What company do you belong to?"

Soldier: "Company "B," sir."

Officer: "That's all."

The soldier again salutes. After the salute has been acknowledged, the soldier resumes his work. The other soldier, who was not addressed, continues his work without interruption.

6. GROUP OF ENLISTED MEN, IN VARIOUS ATTIRE, OUT OF RANKS, RENDER PROPER COURTESIES TO AN OFFICER.

SCENARIO: Three soldiers, out of ranks, are standing in a group. One man is in service uniform, one is in fatigue uniform, another has on a baseball uniform. An officer approaches. As the officer arrives within about ten paces of the group one of the men calls: "ATTENTION." All stand at attention and when the officer arrives six paces from them they salute. After the officer acknowledges the salute the men resume their conversation.

7. SOLDIERS ENGAGED IN ATHLETICS RENDER PROPER COURTESIES TO AN OFFICER.

SCENARIO: Two soldiers, in baseball uniform, are holding pitching practice. An officer passes. The men continue with their game. The officer immediately returns and halts beside one of the men. The game stops and the soldier, beside whom the officer has stopped, comes to attention and salutes. The officer acknowledges the salute.

Officer: "Is there a game scheduled for today?"

Soldier: "Yes, sir."

Officer: "Who are you playing?"

Soldier: "Company "C," 32d Medical Battalion, sir."

Officer: "Thank you."

The soldier again salutes and when the officer has acknowledged the salute, the two men resume their pitching practice.

During the conversation between the officer and one of the men, the other man tosses the ball a short distance in the air and catches it, awaiting the departure of the officer.

8. A SQUAD DEMONSTRATES COURTESIES RENDERED UNDER VARIOUS CONDITIONS.

a. Squad marching at route step approaches an officer.

SCENARIO: A squad, under command of a noncommissioned officer, is marching on the reservation at route step. An officer approaches. The noncommissioned officer calls the squad to attention in sufficient time so that he may salute the officer at six paces. When the officer has acknowledged the salute, the noncommissioned officer commands: "Route step, MARCH."

b. Squad at drill passes an officer.

SCENARIO: A squad is receiving instruction in drill by a noncommissioned officer. An officer passes. No courtesies are exchanged. (AR 600-30, par. 1e).

c. An officer passes in rear of a squad.

SCENARIO: A squad is standing "at ease." The noncommissioned officer in charge of the squad, also "at ease," is facing the squad. An officer approaches from the flank. The noncommissioned officer commands "Squad, ATTENTION," faces the front and stands at attention. The officer passes in rear of the squad. When the officer has cleared the opposite flank the noncommissioned officer faces the squad and commands: "AT EASE." He does not salute.

d. An officer passes in front of a squad.

SCENARIO: A squad is standing "at ease." The noncommissioned officer in charge of the squad, also "at ease," is facing the squad. An officer approaches from the flank. The noncommissioned officer calls his squad to attention and faces the front. The path of the officer lies in front of the squad. As the officer arrives six paces from the noncommissioned officer, the squad leader salutes. After the officer has acknowledged the salute, the squad leader faces about and commands "AT EASE."

e. Officer speaks to a man in ranks.

SCENARIO: This demonstration is a continuation of the one in the preceding subparagraph.

After the squad leader has commanded: "AT EASE," the officer turns and speaks to one of the men in ranks. The man comes to attention and replies. When the officer moves away the man resumes the position of "at ease" without command. He does not salute. (Par. 7m(7), FM 21-50).

9. COURTESIES RENDERED AT THE PLAYING OF THE NATIONAL ANTHEM OTHER THAN AT RETREAT.

a. By sentinel, armed with pistol, walking post.

SCENARIO: The band, or selected members of the band take post so that the post flag pole is on one flank of the class and the band on the other.

A sentinel armed with a pistol, is walking post. As he reaches a place opposite the center of the class the band plays the National Anthem. The sentinel halts, faces the music and executes the hand salute. A few strains only of the National Anthem are played. At the last note of the music the sentinel completes the salute and resumes walking his post.

b. By members of the guard, guarding prisoners.

SCENARIO: The band is situated as in Par. 9a above.

A prisoner guard with one prisoner approaches from the flank on which the band is posted. When he has arrived opposite the center of the class the bugler sounds: "ATTENTION." The guard halts his prisoner and instructs him to move on the arc of a circle to a position between the guard and the band. The prisoner, who is carrying a broom, places the broom in his left hand and stands at attention. At the first note of the National Anthem the guard executes the hand salute. At the last note of the music the guard completes the salute and marches off with his prisoner. The prisoner does not salute when under charge of a guard.

c. By soldiers in various attire.

SCENARIO: Six soldiers are standing in line facing the class. When the first note of the National Anthem is played each man faces the music and renders a courtesy as described below:

Soldier in fatigue uniform executes hand salute.

Soldier in baseball uniform removes his cap with right hand and places it over left breast.

Soldier in service uniform, covered, executes hand salute.

Soldier in service uniform, uncovered, executes hand salute.

Soldier, armed with the pistol, executes hand salute.

Soldier, mounted, executes hand salute.

The instructor points out the individual courtesies.

10. COURTESIES RENDERED AT RETREAT.**a. By squad in ranks.****b. By soldiers in service uniform, out of ranks.**

Outdoors, whenever and wherever the National Anthem is played or *To the Color (standard)* is sounded, at the first note thereof all dismounted personnel present, but not in formation, face the music, stand at *Attention*, and render the prescribed salute, except that at "*Escort of the Color*" or at "*Retreat*" they will face toward the color or flag. The position of salute will be retained until the last note of the music is sounded.

SCENARIO: The band is situated as in Par. 9a above.

A squad standing "at ease," is facing the class. A noncommissioned officer commanding the squad is standing before it. Beside the squad, but not in formation, are two soldiers, both in service uniform, one covered and the other uncovered.

The bugler sounds retreat. At the first note of retreat the squad leader commands: "Squad, ATTENTION," and "Parade REST." The squad leader then faces the front and executes "parade, rest." The soldiers, out of ranks, who have been conversing informally, continue talking. At the last note of retreat the squad leader calls his squad to attention, and faces the front. At the first note of the National Anthem he executes the hand salute. At the last note of retreat the two men out of ranks stop talking and face the post flag. At the first note of the National Anthem both of them come to attention and execute the hand salute.

At the last note of the National Anthem the squad leader drops his hand, faces about and commands: "AT EASE." The soldiers out of ranks complete their salute and resume their conversation.

11. SOLDIERS RENDER PROPER COURTESIES WHEN COLORS PASS.

SCENARIO: The demonstration is arranged as in Par. 9c above, except that the band is withdrawn. The six men in the same dress and with the same equipment are again present.

The national and regimental colors approach from one flank. As the colors arrive within six paces of each individual, he renders the same courtesies as are prescribed in Par. 9c for the National Anthem. The men hold the salute until the instructor commands: "AT EASE."

The instructor explains:

That the salute terminates when the colors have moved six paces beyond the individual.

12. SOLDIERS IN AUTOMOBILE RENDER PROPER COURTESIES.**a. At the playing of the National Anthem.**

SCENARIO: The band is located as indicated in Par. 9a above.

An automobile with two occupants approaches from left. When the automobile is opposite the center of the class, "ATTENTION" is sounded by the band, followed by a few strains of the National Anthem. The car is halted. Occupants of the vehicle dismount, face the music and salute. When the last note of the music has been played the men complete the salute and enter the automobile.

b. As an officer passes.

SCENARIO: The band withdraws; otherwise there is no change in the scene.

An officer approaches from the right. When the officer is within twelve paces of the car, the automobile moves slowly forward. The driver pays no courtesy to the officer, but the man beside him executes a hand salute, which he holds until acknowledged or until the officer is passed.

MILITARY COURTESY AND DISCIPLINE

(Indoor and Outdoor)

Fifth Period: Two Hours

Place. Classroom (for indoor application).

Bleachers or amphitheater (for outdoor application).

Text References. All previous references.

Instructional Aids.

Personnel. 1 bugler, 2 color bearers, 1 mounted orderly.

Equipment. 2 tables

7 chairs

1 horse

1 pistol and belt

2 baseball gloves

1 rifle and belt

2 brooms

1 typewriter

several band instruments

1 car

1 baseball

sufficient rifles and belts for a platoon.

Procedure. Application.

1. The period will actually be an examination by application.
2. Devote the first hour to indoor courtesies. Select men at random to occupy various positions and duties indoors; select others to assume such duties as officers, clerks, orderlies, etc. Require the class mem-

bers to render the proper courtesies under various conditions. Criticize and make corrections where necessary.

3. Devote the second hour to outdoor courtesies. Select men as in the above period of application. Require the class members to render proper courtesies under various conditions. Emphasize especially the courtesies rendered at Retreat, and at the playing of the National Anthem when dressed in various uniforms and in various locations.
4. It is suggested that a part of each of the above periods be devoted to actual oral quizzing as well as application by individuals and units.

MILITARY COURTESY AND DISCIPLINE

(Review)

Sixth Period: One Hour

Place. Classroom.

Text References. All previous references.

Instructional Aids.

Equipment. Cards with examination questions written thereon.

Procedure. Examination. Preferably a card-index system oral examination. Cards should be numbered and passed throughout the classroom. The questions asked on the cards should relate to common errors observed during the training period. Discussion should be invited and wrong impressions corrected. Questions should also be asked which refer to fundamental principles of Courtesy, Custom and Discipline; the purpose being to "refresh" the student's mind, and to inform the class of any changes in regulations which might have occurred in this subject since the original teaching during the first weeks of the training period.

MILITARY COURTESY AND DISCIPLINE

(Review)

Seventh Period: One Hour

Place. Classroom.

Text References. All previous references.

Instructional Aids.

Equipment. TF 11-157; FS 12-3.

Procedure. Examination. Re-show a visual aid, such as TF 11-157 or FS 12-3 and immediately question the class (TRUE-FALSE) regarding pertinent points covered. This system will recall cardinal points to the mind of the student and will enhance discussion.

PERSONAL AND SEX HYGIENE

Purpose and Scope. This course is designed to teach the enlisted man practical measures for the conservation of his health and the maintenance of his physical fitness, particularly under field conditions. Special attention is given to sex hygiene with emphasis on mechanical and chemical methods for preventing venereal disease.

Actual Time Allotted. 8 hours.

Text References. FM 8-40; FM 21-10; TM 8-220; AR 40-205; AR 40-210; TC No. 28, WD 1943; S.G.O. Circular Letter No. 80, 1942; S.G.O. Circular Letter No. 146, 1943; TF 8-154; TF 8-155; TF 8-953; TF 8-999; TF 8-1000; FS 8-57 to 59 inclusive; FS 8-63.

Methods of Instruction. Conference. Demonstration. Application.

Standards of Proficiency. Each man should know:

1. The importance of personal hygiene, to include care of skin, nails, hair, mouth and clothing.
2. The care of the feet.
3. The importance of proper dietary habits.
4. How to construct simple field devices for handwashing: taking showers; heating water.
5. The dangers of venereal disease and their prevention.
6. How to use the mechanical and chemical prophylactic.

PERSONAL AND SEX HYGIENE

(Introduction to Personal Hygiene)

First Period: One Hour

Place. Classroom or theatre.

Text References. AR 40-205, par. 7, 8; FM 8-40, Chapter 14; FM 21-10, Chapter 9; TM 8-220, Chapter V, Section II; FS 8-63; TF 8-953; TF 8-999; TF 8-1000.

Instructional Aids.

Equipment. Use Chart No. 19, Subject No. 6; TF 8-155 "Personal Hygiene." (Running time 36 min.).

Procedure. Conference and Demonstration.

1. TF 8-155.
2. Answer questions about the film.
3. Briefly review the mechanisms by which diseases are transmitted and the responsibility of the individual to himself and his unit to do his part in the prevention of their spread.

PERSONAL AND SEX HYGIENE

(Personal Hygiene)

Second Period: One Hour

Place. Classroom.

Text References. Same as for 1st period.

Instructional Aids.

Personnel. 1 officer—instructor; 1 NCO—demonstrator.

Equipment. Use Chart No. 106 and 107, Subject No. 26; scissors for cutting toe-nails; case of issue foot powder; foot bath with chloride of lime; duck boards.

Procedure. Conference and Demonstration.

1. Discuss care of feet briefly.
2. Demonstrate the use of the issue foot powder.
3. Demonstrate the proper method of cutting toe-nails.
4. Have men cut their toe-nails properly and inspect them; have them apply the foot powder.
5. Check the fit of their socks and indicate the proper fitting of socks and their care.
6. Demonstrate simple foot exercises to strengthen arches.
7. Demonstrate the preparation of the foot bath and its use, explaining its purpose.
8. Discuss the use of duck-boards.
9. Discuss hygiene of the bowels.
10. Demonstrate how to lift heavy objects.

PERSONAL AND SEX HYGIENE

(Oral Hygiene)

Third Period: One Hour

Place. Classroom.

Text References. TM 8-220, par. 271; FM 8-40, Chapter 14, Section III.

Instructional Aids.

Personnel. 1 officer—instructor, NCO—assistant.

Individual Equipment. Toothbrush, dental floss.

Procedure. Conference, Demonstration, Application.

1. Brief conference on oral hygiene.
2. Demonstrate the proper use of the tooth brush.
3. Have soldiers brush their teeth under supervision.
4. Demonstrate the use of dental floss.
5. Have soldiers use dental floss.

PERSONAL AND SEX HYGIENE

(Devices for Personal Hygiene in the Field)

Fourth Period: One Hour

Place. Sanitary area.

Text References. FM 8-40, Chapter 9, par. 169, c; AR 40-205, par. 7.

Instructional Aids.

Equipment. Use Charts No. 21 and 25, Subject No. 6; various hand-washing devices and improvised showers and water heating devices.

Procedure. Demonstration.

1. Demonstrate various devices for handwashing in the field.
2. Demonstrate devices for improvised showers in the field.
3. Demonstrate devices for heating water in the field.

PERSONAL AND SEX HYGIENE

(Introduction to Sex Hygiene)

Fifth Period: One Hour

Place. Classroom.

Text References. TC No. 28, WD, 1943; FS 8-57; FS 8-58; FS 8-59; AR 40-210, Sec. VII with change 1 and 2; SGO Cir. Ltr. No. 80, 1942; FM

8-40, Chap. 2, Sec. V; FM 21-10, Chap. 6; FM 21-100, Par. 250; TM 8-220, Par. 263-264; SGO Cir. Ltr. No. 146, 12 Aug. 1943.

Equipment. FS 8-57.

Procedure. Conference and Demonstration.

1. Briefly discuss the nature of venereal disease.
2. FS 8-57 with necessary interpolated explanations.
3. Discussion of Film strip.

PERSONAL AND SEX HYGIENE

(Sex Hygiene)

Sixth Period: One Hour

Place. Classroom or theatre.

Text References. Same as for 5th period.

Instructional Aids.

Equipment. TF 8-154, "Sex Hygiene." (Running time 26 min.).

Procedure. Demonstration.

1. Show TF 8-154.
2. Discuss the film.

Note. This film will be replaced by TF 8-1238 "Sex Hygiene."

PERSONAL AND SEX HYGIENE

(Prevention of Venereal Disease—Mechanical Prophylaxis)

Seventh Period: One Hour

Place. Classroom.

Text References. Same as for 5th period.

Instructional Aids.

Equipment. FS 8-58; mechanical prophylactic kit.

Procedure. Conference and Demonstration.

1. Show FS 8-58 through the section on mechanical prophylaxis and interpolate any necessary explanatory remarks.
2. Discuss the film strip.
3. Demonstrate the mechanical prophylactic kit, and the proper method of testing, applying, and removing of the condom. (Use a piece of broomstick).

PERSONAL AND SEX HYGIENE

(Prevention of Venereal Disease—Chemical Prophylaxis)

Eighth Period: One Hour

Place. Classroom.

Text References. Same as for 5th period.

Instructional Aids.

Equipment. FS 8-58.

Procedure. Conference and Demonstration.

1. FS 8-58, section on chemical prophylaxis with interpolated remarks.
2. Demonstrate the individual chemical prophylactic kit and its use.
3. Demonstrate the contents of MD Chest No. 2 used for chemical prophylaxis in the field.

MILITARY SANITATION AND SANITARY APPLIANCES

Purpose and Scope. This course of instruction is designed to teach enlisted men the various measures of control of communicable diseases and to familiarize them with sanitary appliances used in the camp and field. The men should be familiar with the construction, care and operation of the essential field sanitary appliances and devices. They must be thoroughly familiar with individual methods for providing safe water and with the individual methods used in military malaria control.

Actual Time Allotted. 28 hours.

Text References. FM 8-40; FM 21-10; TM 8-220; AR 40-205; AR 40-210; WD Circular No. 129, 1941; WD Circular No. 169, 1941; WD Circular No. 277, 1942; WD Circular No. 114, 1943; Office Quartermaster General Circular No. 17, 1943; S.G.O. Circular No. 22, 1943; S.G.O. Circular No. 44, 1943; S.G.O. Circular No. 119, 1943; Dunham's Military Preventive Medicine; TF 8-953; TF 8-999; TF 8-1000; TF 8-1174; TF 8-1179; TF Misc. 157; "Winged Scourge" by Walt Disney FS 8-60 to 64 incl; TC No. 108 WD 1943.

Method of Instruction. Conference, Demonstration and Application.

Standards of Proficiency. Each soldier should know and observe:

1. General control measures for the following communicable diseases:
 - a. Respiratory diseases: Squad room ventilation and bed spacing.
 - b. Food and water borne diseases.
 - c. Insect borne diseases with particular reference and emphasis on individual control measures and malaria discipline.
2. Field water purification:
 - a. Sources of water.
 - b. Protection of water supply source.
 - c. Location of water sources (flagging streams).
 - d. Water sterilization.
 - (1) Boiling.
 - (2) Chlorination: Lyster bag and calcium hypochlorite testing with orthotolidine solution or orthotolidine tablets; Individual methods of chlorination; use of special tablets. HALA-ZONE); Canteen method.
3. Disposal of wastes.
 - a. Human excreta.
 - (1) On the march, in temporary camps and in camps of more than one week.
 - (2) How to construct, care and operate, "cat holes," straddle trenches, deep pit latrines, urinals and urine soakage pits.
 - (4) How to construct hand washing devices.
 - b. Animal excreta. How to construct, care and operate a compost pile for manure. How fly breeding is controlled in a compost pile.
 - c. Garbage disposal: How to construct, care for and operate:

(1) Company incinerators.	(4) Filter and baffle grease trap.
(2) Garbage stands.	(5) Soakage trench.
(3) Garbage strainer.	(6) By burial.

- d. Disposal of other wastes: rubbish, cans, carcasses, and salvage material.
4. Sanitation of field messes.
 - a. Inspection of food handlers.
 - b. Care of mess kits when hot water is available; when no hot water is available.
 - c. Fly control.
 - d. Safeguarding of food.
5. Mosquito control.
 - a. Life cycle of mosquito.
 - b. Military malaria control.
 - (1) Emphasize individual control measures.
 - (2) Malaria discipline.
6. Sanitation of a bivouac site.

MILITARY SANITATION AND SANITARY APPLIANCES

(Communicable Diseases)

First Period: One Hour

Place. Classroom.

Text References. AR 40-205; AR 40-210; TM 8-220 Chap. 5; FM 8-40, Chap. 2; FM 21-10, Chap. 2; FS 8-63.

Instructional Aids.

Equipment. Use Charts No. 18 and 19.

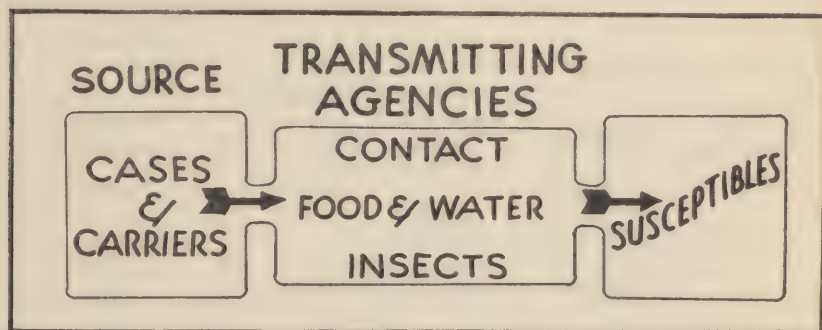


Chart No. 18

Procedure. Conference.

1. Introduction to military sanitation.
 - a. Importance to the individual.
 - b. Importance to his unit and the army as a whole.
2. Control of communicable diseases.
 - a. Explain mechanism of transmission of:

(1) Respiratory diseases.	(5) Venereal diseases.
(2) Food-borne diseases.	(6) Skin diseases.
(3) Water-borne diseases.	(7) Tetanus.
(4) Insect-borne diseases.	(8) Rabies.

3. General control measures.

a. Primary factors in the spread of diseases.

- (1) Seed—germs.
- (2) Sower—case, carrier, suspect, insects.
- (3) Soil—susceptible individual.

b. Control of the seed—disinfection.

c. Control of the sower.

- (1) Remove from unit. (3) Kill insects.
- (2) Isolate in hospital.

d. Control of the soil.

- (1) Immunization.
 - (a) Point out the routine immunization procedures used in the Army.
 - (2) Daily physical inspection of contacts.
 - (a) Importance of the early discovery of cases.

e. Personal hygiene as related to disease prevention.

f. Necessity for development of proper habits—discipline.

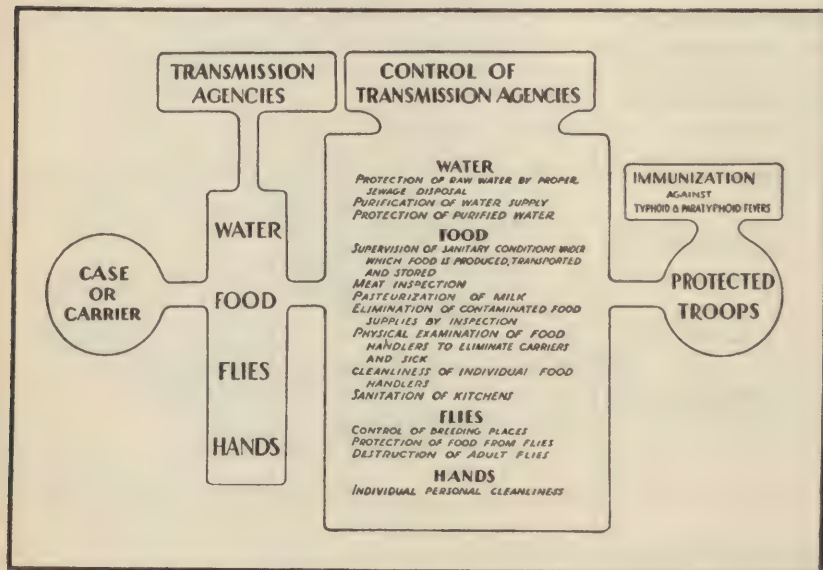


Chart No. 10

MILITARY SANITATION AND SANITARY APPLIANCES (Respiratory Diseases)

Second Period: One Hour

Place. Classroom.

Text References. AR 40-205, par. 10; AR 40-210, Sec. IV; FM 8-40, par 16; TM 8-220, par. 248-249; FM 21-10, Chap. 3; FS 8-63.

Instructional Aids.

Personnel. NCO assistants—demonstrators.

Equipment. Use Chart No. 20; Broom, sprinkling can, wet sawdust or shavings or strips of paper; towel, cup; bed and bedding.

Procedure. Conference and Demonstration.

1. Principal respiratory diseases—list and point out typical signs.
 - a. Common upper respiratory diseases.
 - b. Measles.
 - c. Mumps.
 - d. Pneumonias.
 - e. Meningitis.
 - f. Diphtheria.
 - g. Influenza.
 - h. Chickenpox and smallpox.
 - i. Tuberculosis.
2. Demonstrate.
 - a. Case or carrier.
 - (1) Coughing, protected and unprotected.
 - (2) Sneezing, protected and unprotected.
 - (a) Indicate how these factors may effect mess sanitation.
 - (3) Spitting on the floor.
 - b. Susceptible sweeping the floor.
 - (1) Wet—sprinkling floor, or using wet sawdust, shaving or paper.
 - (2) Using a common towel after a case or carrier.
 - (3) Using a common cup.
 - c. Airing of bedding. Discuss the importance of this procedure.

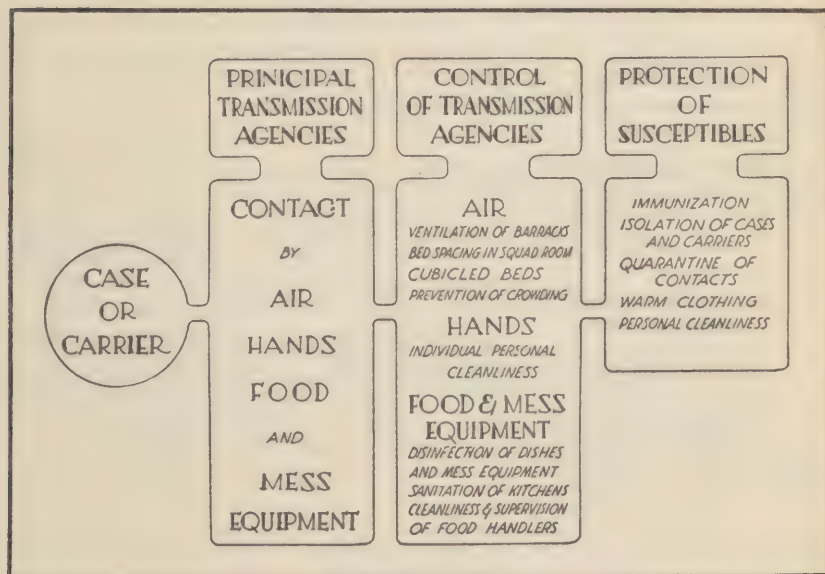


Chart No. 20

MILITARY SANITATION AND SANITARY APPLIANCES

(Bed Spacing and Ventilation)

Third Period: One Hour

Place. Barracks.

Text References. Same as for second period.

Instructional Aids.

Personnel. NCO assistants—demonstrators.

Equipment. Shelter halves, sheets, draft deflector.

Individual Equipment. Shelter half, tent pole, and rope.

Procedure. Conference Demonstration and Application.

1. Discuss importance of bed spacing and ventilation in control of respiratory diseases.
2. Bed spacing.
 - a. Demonstrate and have men apply.
 - (1) Head to foot sleeping.
 - (2) Staggering of beds.
3. Construction of cubicles—group method of instruction.
 - a. Cubicles set up by men using shelter halves.
 - b. Cubicle set up using sheet—demonstration only.
4. Ventilation.
 - a. Have men open windows properly.
 - b. Demonstrate the use of draft deflectors.

MILITARY SANITATION AND SANITARY APPLIANCES

(Bed Spacing and Ventilation)

Fourth Period: One Hour

Place. Company area.

Text References. Same as for second period.

Instructional Aids.

Personnel. NCO assistants—demonstrators.

Equipment. 4 pyramidal tents, 6 cots.

Procedure. Conference, Demonstration, Application and Quiz.

1. Tents (erected previous to the class hour) assigned one to each squad.
 - a. Soldiers arrange the beds in the tent properly.
 - b. Men roll sides.
 - c. Men furl the tent about the center pole and then unfurl it.
 - d. Discussion of principles of ventilation of tents and bed spacing.
2. Quiz.
 - a. Review methods of transmission of respiratory diseases.
 - b. Review methods of control.

MILITARY SANITATION AND SANITARY APPLIANCES

(Fly Control)

Fifth Period: Two Hours**Place.** Classroom or theater.**Text References.** AR 40-205, Sec. 22; TM 8-220, par. 254; FM 8-40, Chap. 7; FM 21-10, par. 34-35; Dunham, Military Preventive Medicine, Chap. 18; FS 8-64.**Instructional Aids.****Personnel.** NCO for each platoon.**Equipment.** TF 8-999, "The Fly"; hand pump sprayer, fly spray; broom; fly papers and ribbons; screened food cabinet; materials for construction of triangular fly traps; materials for preparation of baits; fly larvae and pupae if available.**Procedure.** Demonstration and Application.

1. Show TF 8-999, "The Fly" (running time 16 min.).
2. Discuss the training film and the importance of the fly.
3. In company area.
 - a. Demonstrate the use of fly spray, followed by sweeping up and burning of the knocked down flies.
 - b. Each squad to construct one or more triangular fly traps and prepare and set out bait for the traps.
 - c. Set up fly paper and ribbons.
 - d. Demonstrate protection of food by screening.
 - e. Demonstrate fly larvae and pupae if locally available.

MILITARY SANITATION AND SANITARY APPLIANCES

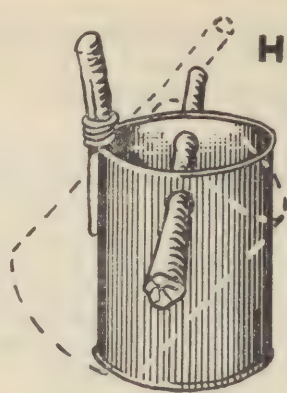
(Disposal of Human Wastes)

Sixth Period: One Hour**Place.** Sanitary area.**Text References.** AR 40-205, Sec. 19; Dunham, Military Preventive Medicine, Chap. XV; FM 8-40, pars. 56-69; FM 21-10, pars. 22-26; TM 8-220, par. 253; FS 8-60; TF 8-1179.**Instructional Aids.****Personnel.** 1 NCO assistant—demonstrator.**Equipment.** Use Chart No. 21; Devices in the sanitary area.**Procedure.** Conference and Demonstration.

1. Brief conference on the need of proper waste disposal.
2. Demonstration of the devices at the sanitary area.

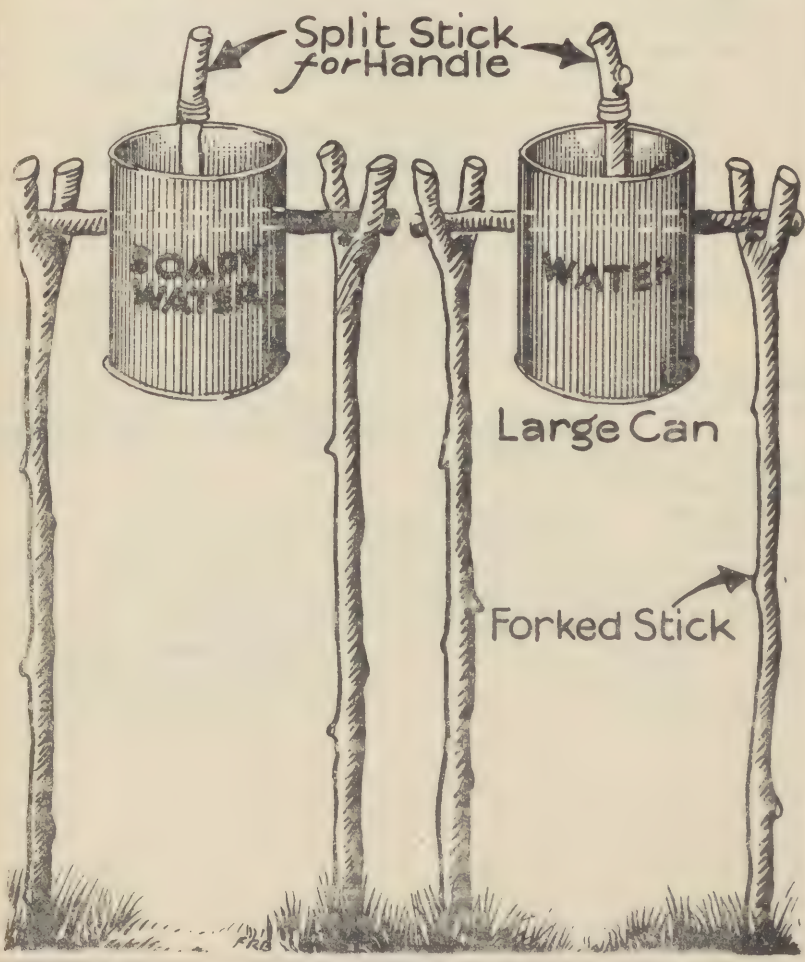
a. "Cat hole."	d. Urine soakage pit.
b. Straddle trench.	e. Hand washing device.
c. Deep pit.	f. Protection for toilet paper.

TILTING HAND WASHING DEVICE



Side View
showing
can tilted

Chart No. 2!



Split Stick
for Handle

Large Can

Forked Stick

MILITARY SANITATION AND SANITARY APPLIANCES

(Disposal of Human Wastes in the Field)

Seventh Period: Three Hours**Place.** Any field suitable for digging.**Text References.** Same as for sixth period.**Instructional Aids.****Personnel.** 1 NCO per squad.**Equipment.** Shovels and picks; boards for making signs; paint for signs; waste motor oil, burlap, and standard latrine box for deep pit latrine; pipes, stone, tar paper for urine soakage pit.**Individual Equipment.** Entrenching tools.**Procedure.** Application.

1. Straddle trench.
 - a. Each squad construct a straddle trench.
 - b. Each squad construct a hand washing device.
 - c. Make device to protect toilet paper.
 - d. Close and properly mark the straddle trench.
2. Deep pit latrine.
 - a. Each squad prepare a deep pit latrine, fly-proof it, and install a standard latrine box on it.
 - b. Each squad construct a urine trough in conjunction with the deep pit.
 - c. The proper care of the deep pit latrine should be demonstrated.
 - d. The box should be removed and the pit will be properly closed and marked.
3. Soakage pit.
 - a. Each platoon construct a urine soakage pit, and install urinal pipes.
 - b. Properly abandon the soakage pit.

MILITARY SANITATION AND SANITARY APPLIANCES

(Disposal of Human Wastes in the Field)

Eighth Period: One Hour**Place.** Classroom or theater.**Text References.** Same as for sixth period.**Instructional Aids.****Equipment.** TF 8-1179, "Disposal of Human Wastes."**Procedure.** Demonstration and Quiz.

1. Show TF 8-1179, "Disposal of Human Wastes" (running time 18 min.).
2. Quiz on the Disposal of Human Wastes.

MILITARY SANITATION AND SANITARY APPLIANCES

(Disposal of Animal Wastes)

Ninth Period: One Hour**Place.** Compost pile.**Text References.** AR 40-205, par. 20; Dunham, Military Preventive Medicine, Chap. XVII; FM 8-40, pars. 83-90; FM 21-10, par. 35; FS 8-60.**Instructional Aids.**

Personnel. 1 NCO assistant.

Equipment. Sprayer, larvacide; model if no compost pile available.

Procedure. Conference and Demonstration.

1. Visit a properly constructed and maintained compost pile and discuss the care and maintenance.
2. Explain the importance of manure in fly breeding and discuss other methods of disposing of it—incineration, drying.
3. If no compost pile is available locally, use a model made of wood and have men clear, oil and tamp an area of ground for a compost platform and construct a ditch around the platform.

MILITARY SANITATION AND SANITARY APPLIANCES

(Mess Sanitation)

Tenth Period: One Hour

Place. Field suitable for digging pits.

Text References. AR 40-205, Par. 12, 13, 14, 15, 16; AR 40-210, Sec. V; Dunham, Military Preventive Medicine, Chap. 12; FM 8-40, Chap. 5; FM 21-10, pars. 36-44; TM 8-220, par. 255; WD Cir. No. 277, 1942; OQMG Cir. Letter No. 17, Jan. 28, 1943; FS 8-61.

Instructional Aids.

Personnel. 1 NCO per platoon.

Equipment. GI cans, fuel, fire trench, (or water heaters), soap, water, 2 boxes of Compound, Germicidal Rinse; shovels, picks.

Individual Equipment. Entrenching tools, meat cans, utensils, canteen cups.

Procedure. Conference, Demonstration and Application.

1. Have 3 GI cans set up over a fire trench or water heaters with one containing hot soapy water and the other two containing boiling clear water.
 - a. Have men pass by the cans and wash their mess gear under the supervision of a NCO.
 - b. Set up GI cans with Compound, Germicidal Rinse instead of using outside heat.
2. Have each squad dig a garbage pit, then close and mark it properly.
3. Discuss briefly the need for cleanliness of food handlers, the importance of the monthly examination of food handlers, the daily inspection of KPs and cooks, and the washing of the hands.

MILITARY SANITATION AND SANITARY APPLIANCES

(Mess Sanitation)

Eleventh Period: One Hour

Place. Classroom or theater.

Text References. Same as for tenth period.

Instructional Aids.

Equipment. Use Chart No. 21; FS 8-61.

Procedure. Conference and Quiz.

1. FS 8-61 "Mess Sanitation."
2. Discuss mess sanitation.
3. Quiz on Mess Sanitation.

MILITARY SANITATION AND SANITARY APPLIANCES

(Disposal of Kitchen Wastes)

Twelfth Period: Three Hours

Place. Sanitary area, and field suitable for digging.

Text References. AR 40-205, par. 16 and 17; Dunham, Military Preventive Medicine, Chap. 16; TM 8-220, pages 283-93; FM 21-10; par. 29-33; FM 8-40, par. 70-82; FS 8-60.

Instructional Aids.

Personnel. 1 NCO per squad.

Equipment. Shovels, picks, scrap lumber, salvaged GI cans or oil drums, hammers, nails, barrels, stone.

Individual Equipment. Entrenching tools.

Procedure. Conference, Demonstration and Application.

1. Conference for the entire company—general principles of the disposal of kitchen wastes in the field.
2. Demonstration—inspect the devices for the disposal of kitchen wastes in the field in the sanitary area.
3. Application—by squads.
 - a. Each squad construct a cross trench and stack incinerator.
 - b. Each squad construct a baffle grease trap.
 - c. Each squad construct a kitchen soakage pit.
 - d. Operate these devices.

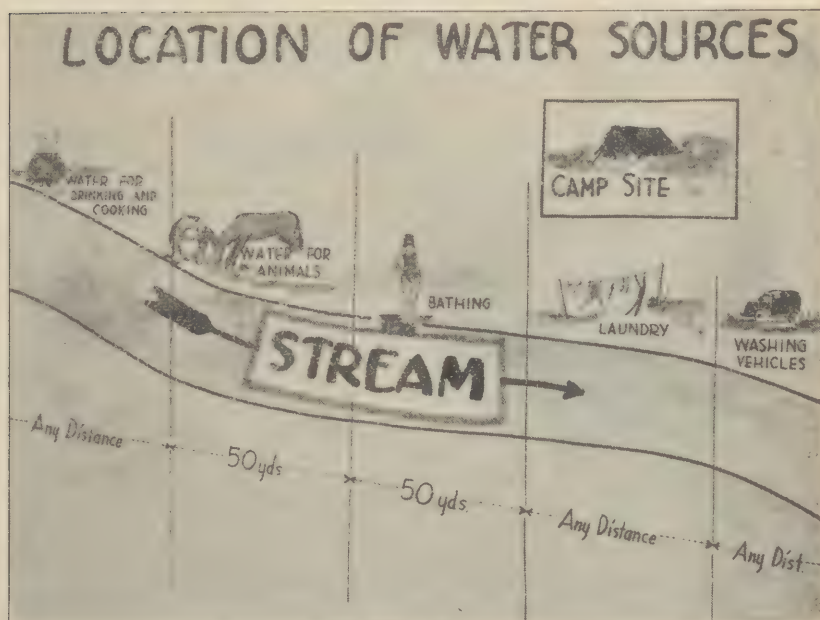


Chart No. 22

MILITARY SANITATION AND SANITARY APPLIANCES

(Water Purification—Lyster Bag)

Thirteenth Period: One Hour**Place.** Company area.

Text References. AR 40-205, par. 11; TM 8-220, par. 252; FM 8-40. chap. 3; FM 21-10, pars. 16-20; C-5, FM 21-10, April 24, 1943; Dunham, Military Preventive Medicine, Chap. VI; WD Cir. No. 114, 1943, Sec. VII; WD Cir. No. 129, 1941, Sec. III; WD Cir. No. 169, 1941, Sec. I; SGO Cir. Letter No. 119, 3 July 1943; FS 8-62.

Instructional Aids.**Personnel.** 1 NCO per squad.

Equipment. Use Charts No. 22 and 23; 1 Lyster bag per squad, ampoules of Grade A calcium hypochlorite; Orthotolidine tablets and solution.

STEPS IN PURIFYING WATER IN THE WATER STERILIZING BAG

TIME

0000 { ADD 1 TUBE (0.5GM) GRADE A
CALCIUM HYPOCHLORITE TO BAG.

0010 { DO ORTHOTOLIDINE TEST.

0015 { READ ORTHOTOLIDINE TEST (IF
USING TABLETS, READ AS SOON AS
DISSOLVED)

IF TOO LIGHT COLOR, ADD
MORE CHLORINE.

IF TOO DARK COLOR, DILUTE.
IF BLUE GREEN COLOR, ADD MORE
ORTHOTOLIDINE.

0030 { WATER READY TO DRINK.

Chart No. 23

Individual Equipment. Canteen and cup.**Procedure.** Conference and Group Performance Method.

1. The instructor should briefly explain the role of water in disease transmission.

2. Assign each squad to a Lyster bag (if enough bags are available, half a squad to each bag). The platoon leader explains each step in the process of chlorination of the water in the Lyster bag and each squad completes that step before the instructor proceeds to the next. The orthotolidine test should be made by each squad using both the tablet and the solution.
3. Using previously prepared Lyster bags show the reaction of over and under chlorinated and alkaline waters with orthotolidine. Have the members of the squads correct the over and under chlorination.

MILITARY SANITATION AND SANITARY APPLIANCES

(Water Purification—Individual Methods)

Fourteenth Period: Two Hours

Place. Classroom or theater.

Text References. Same as for thirteenth period.

Instructional Aids.

Personnel. 1 NCO per squad.

Equipment. TF 8-1174, "Water Purification"; water purification tablets (halazone), ampoules of calcium hypochlorite; tr. of iodine.

Individual Equipment. Canteen and cup.

Procedure. Conference, Demonstration and Group Performance Method.

1. TF 8-1174—"Water Purification." (Running time 18 min.).
2. Explain briefly and demonstrate:
 - a. The use of the water purification tablets.
 - b. Use of ampoules of calcium hypochlorite for each squad.
 - c. Boiling of water.
 - d. Purification by the use of iodine.
3. Each man apply each of the above methods under the supervision of a NCO.

MILITARY SANITATION AND SANITARY APPLIANCES

(Control of Lice)

Fifteenth Period: Two Hours

Place. Classroom or theater.

Text References. AR 4-205, par. 26; Dunham, Military Preventive Medicine, Chap. XXII; FM 21-10, par. 54-65; FM 8-40, Chap. 9; TM 8-220, par. 258; FS 8-64.

Instructional Aids.

Personnel. 1 NCO per squad.

Equipment. Use Charts No. 24 and 25; TF 8-1000, "The Louse"; GI Can per squad; 1 can of "Insecticide powder for body crawling insects" per squad; 5 lbs. of talcum—to be used in lieu of insecticide powder, delousing; 1 duster, insect powder, hand plunger type, per squad; scrap lumber; hammers, nails, barrels.

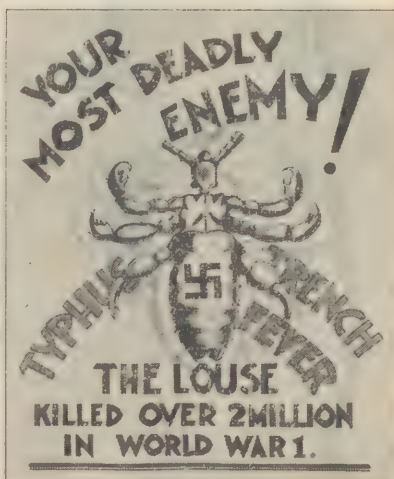


Chart No. 24

Procedure. Conference and Demonstration.

1. Brief conference on the importance of lice. Introduce the film.
2. TF 8-1000 (running time 20 min.).
3. In the company area, each squad should construct an improvised shower.
4. Each man apply the insecticide powder to his clothes and body using dust gun and sifter can.
5. Each squad construct a Serbian barrel.

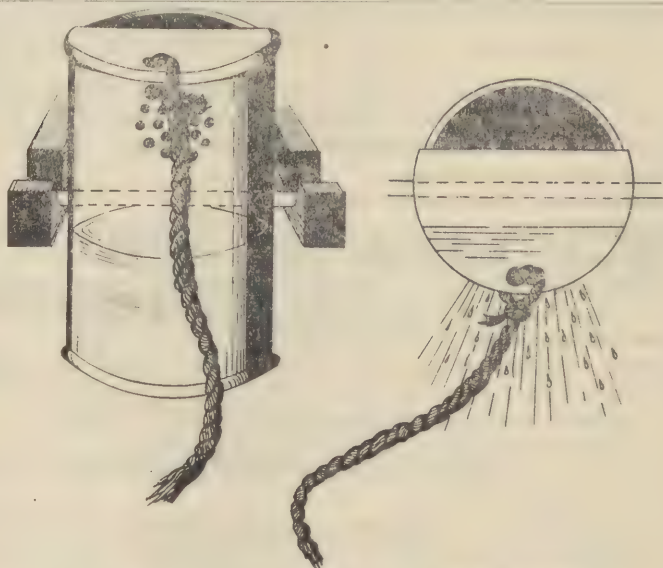
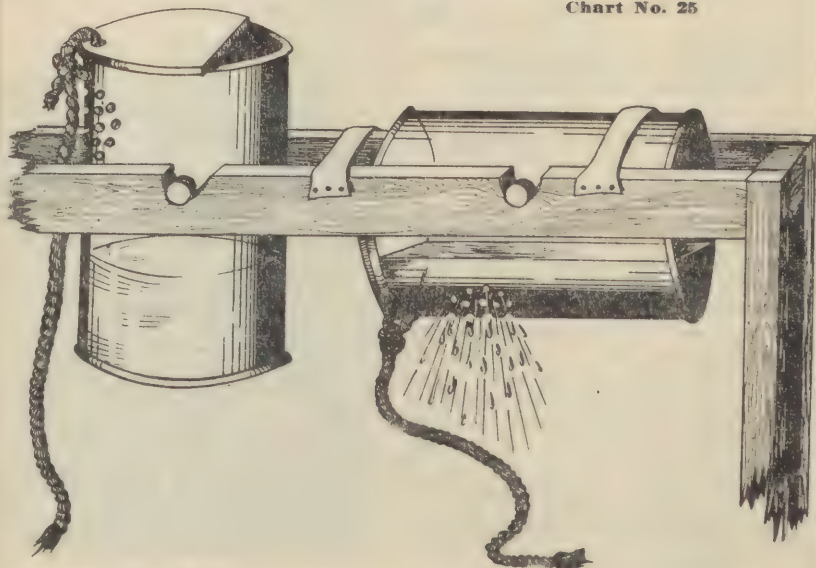


Chart No. 25



MILITARY SANITATION AND SANITARY APPLIANCES

(Mosquito Control)

Sixteenth Period: One Hour**Place.** Classroom or theater.

Text References. AR 40-205, Par. 21; SGO Cir. Letter No. 22, Jan. 16, 1943; SGO Cir. Letter No. 44, Feb. 15, 1943; Dunham, *Military Preventive Medicine*, Chap. XXI; FM 8-40, Chap. 8; FM 21-10, pars. 49-53; TM 8-220, pars. 256-7; FS 8-64; TC No. 108, WD, 1943.

Instructional Aids.**Personnel.** 1 NCO—assistant.

Equipment. TF 8-953; mosquito repellent; head nets; gloves; mosquito bars; hand pump sprayer; torn window screen; mosquito larvae, pupae, and adults (anopheles preferred) if available.

Procedure. Conference and Demonstration.

1. TF 8-953 (running time 25 min.).
2. Introduction.
 - a. Brief discussion of the nature and habits of the mosquito and the relationship of mosquitoes to disease.
 - b. Demonstration of larvae and pupae, if they are locally available.
3. Control.
 - a. Brief discussion of the modes of control of the mosquito.
 - b. Demonstration of the individual measures for control.
 - (1) Repellents.
 - (2) Mosquito bars.
 - (3) Head nets and mosquito gloves.
 - (4) Spray killing of adults.
 - (5) Maintenance of screening.

MILITARY SANITATION AND SANITARY APPLIANCES

(Malaria Discipline and Individual Control Measures)

Seventeenth Period: Two Hours**Place.** Classroom or theatre and company area.**Text References.** Same as for sixteenth period.**Instructional Aids.****Personnel.** 1 NCO per squad.

Equipment. TF Misc. No. 157; mosquito bars; pup tents; cots; scrap lumber; insect repellent; freon pyrethrum insecticide; tablets of atabrine (0.1 gm.); hammer; nails; fox-hole.

Individual Equipment. Shelter half, tent poles, ropes, pins, canteen and cup.

Procedure. Conference and Application.

1. TF Miscellaneous 157 (running time 10 minutes).
2. Instructor to review the contents of SGO Circular Letter No. 44 with the men emphasizing the importance of malaria discipline.
3. Each squad to set up mosquito bars on cots.
4. Each squad set up a mosquito bar inside a pup tent.
5. Each squad inspect the screening of the barracks and make any necessary minor repairs.

6. Each man apply the liquid insect repellent to the exposed parts and to the clothes where they are taut over the skin.
7. Each man take a tablet of atabrine by roster.
8. Demonstrate the use of the freon-pyrethrum insecticide to treat a pup tent and a fox hole.

MILITARY SANITATION AND SANITARY APPLIANCES

(Sanitation of a Bivouac Site)

Eighteenth Period: Three Hours

Place. Field suitable for digging.

Text References. All previous references.

Instructional Aids.

Equipment. Shovels, picks, No. 10 cans; GI cans; water heaters; mosquito nets; Lyster bags; ampoules of Grade A calcium hypochlorite; orthotolidine, solution and tablets; water sterilizing tablets; scrap lumber; hammers; nails; freon-pyrethrum insecticide.

Individual Equipment. Canteens, cups, shelter halves, tent poles, pins, ropes; entrenching tools.

Procedure. Training Inspection.

1. Each platoon to construct the necessary sanitary appliances for a bivouac site in a malarious region.
 - a. Straddle trench latrine.
 - b. Hand washing device.
 - c. Garbage pit.
 - d. Washing set-up for mess kits.
 - e. Mosquito net in a pup tent.
 - f. Sterilize water in a Lyster bag and test with orthotolidine, both solution and tablets.
 - g. Spray adult mosquitoes in the pup tents with freon-pyrethrum insecticide.
2. Close and mark properly the trenches and pits.
3. Sterilize water in the individual canteens, using both the water sterilizing tablets and the ampoules of calcium hypochlorite.
4. Oral quiz on field sanitation and devices.

FIRST AID

Purpose and Scope. To instruct the individual soldier to render first-aid to sick or injured soldiers or himself with the means that are likely to be available to him.

Actual Time Allotted. 8 hours.

Text References. FM 21-11; TM 8-220; TM 8-285; TF 8-2047; TF 8-2049; TF 8-1180; FS 8-69; FS 8-70; FS 8-74.

Methods of Instruction. Conference, Demonstration and Application. Available first aid kits should be demonstrated wherever their contents may be used by the medical or non-medical soldier.

Standards of Proficiency. Each man should know:

1. How to stop bleeding.
2. How to use the first-aid packet and its contents.
3. How to improvise a splint and apply it.
4. How to improvise an arm sling.
5. How to avoid increasing shock.
6. How to perform artificial respiration.
7. How to care for heatstroke and frostbite.
8. How to apply first-aid after contamination with chemical agents.

FIRST AID RULES

1. KEEP YOUR HEAD; ACT QUICKLY BUT CALMLY.....
2. DO NOT TRY TO DO TOO MUCH.....
3. HANDLE GENTLY.....
4. KEEP PATIENT WARM BUT NOT HOT.....
5. GIVE FIRST AID BEFORE MOVING IF POSSIBLE.....
6. GIVE NO LIQUIDS BY MOUTH IF PATIENT IS UNCONSCIOUS OR IF HE HAS HEAD OR BELLY INJURY
7. DO NOT TRY TO BRING UNCONSCIOUS INJURED PATIENT TO CONSCIOUSNESS.....
8. USE DRUGS ONLY AS DIRECTED.....
9. HAVE MEDICAL OFFICER SEE SERIOUSLY WOUNDED PATIENTS AS SOON AS POSSIBLE.....

Chart No. 26

FIRST AID
 (Principles of First Aid)
First Period: One Hour

Place. Indoors or Outdoors.

Text References. FM 21-11, Sections I, II, XI, and XII.

Instructional Aids.

Personnel. 2 soldiers. (demonstrators)

Equipment. Use Charts No. 26-33, incl., uniform from salvage, vehicular kit with tourniquet, morphine syrette, simulated sulfadiazine tablets, first-aid packet, web belt, handkerchief, and first-aid dressing (instructional type); FS 8-74.

Procedure. Conference and Demonstration.

1. Explain value of rendering first-aid to others and to oneself.
2. Instructor discusses and demonstrates reasons and methods for stopping bleeding, overcoming shock, relieving pain and preventing infection.
3. As explanation is going on, everything that is possible to demonstrate should be presented by demonstrators—one acting as a casualty and the other as his buddy.
4. The contents and use of the first-aid packet should be vividly portrayed, using the casualty's own packet.

Note. Chief points to emphasize are:

1. Exposure of wound.
2. Methods of controlling bleeding.
3. Care of shock.
4. Use of morphine syrette for pain.
5. Use of sulfadiazine tablets.
6. Proper use of first-aid packet.
7. Proper use of tourniquets and their danger.

BLEEDING

1. PRESSURE BANDAGE

2. ELEVATE PART

3. TOURNIQUET :-

(a) AS LAST RESORT

(b) STOP BLEEDING

(c) APPLIED (20-30) MINS.

(d) LOOSEN (10-15) SECS.

(e) DON'T COVER

Chart No. 27

SHOCK

SYMPTOMS & SIGNS

1. SWEAT
2. BLUE LIPS
3. COLD, PALE SKIN
4. FAINTNESS
5. DIZZINESS
6. WEAK, RAPID PULSE
7. RAPID, SHALLOW BREATH
8. EXCITED

Chart No. 28

SHOCK

(TREATMENT)

1. STOP BLEEDING
2. LITTER REST
3. HEAD LOWERED
4. HANDLE GENTLY
5. LOOSEN CLOTHES
6. PREVENT CHILLING
7. WARM DRINK

Chart No. 29

MORPHINE

1. RECORD - E. M. T.
2. ONLY FOR PAIN
3. EFFECTS IN 20-30 MINS.
4. DON'T REPEAT :-
 - (a) LESS THAN 2 HRS.
 - (b) BREATHING 12 OR LESS
5. DON'T GIVE TO :-
 - (a) HEAD INJURIES
 - (b) BELLY WOUNDS
 - (c) LUNG GAS CASES
 - (d) HEAT CRAMPS

Chart No. 30

- ## **SYRETTES**
1. $1\frac{1}{2}$ Gr. MORPHINE
 2. GRASP RIGID COLLAR
 3. REMOVE SHIELD
 4. PUSH IN STYLET
 5. REMOVE STYLET
 6. INSERT NEEDLE
 7. SQUEEZE TUBE
 8. REMOVE NEEDLE

Chart No. 31

WOUND CARE

- 1- EXPOSE WOUND
- 2- CONTROL BLEEDING
- 3- STERILE DRESSING
- 4- WOUND TABLETS
- 5- RELIEF OF PAIN

Chart No. 32

WOUND CARE

Don't!

- 1- WASH WOUND
- 2- PUT IN FINGERS
- 3- PROBE WOUND
- 4- REMOVE FOREIGN BODY
- 5- POUR IN IODINE

Chart No. 33

FIRST AID

(Care of Wounds)

Second Period: One Hour

Place. Indoors or Outdoors.

Text References. FM 21-11, Sections I, II, XI. and XII.

Instructional Aids.

Personnel. 2 soldiers. (demonstrators)

Equipment. Use Charts No. 26-33 incl. Same equipment as first period.

Individual Equipment. First-aid packet (instructional type), web belt, bayonet scabbard or stout stick.

Procedure. Demonstration and Application.

1. Describe and demonstrate following steps:

a. Exposing wound.

b. Control of hemorrhage with use of first-aid dressing and elevation of limb.

c. Place in optimum position for control of shock.

d. Control of pain with morphine.

e. Use of systemic sulfonamides and water.

2. Have men go through each step after demonstrators; simulating when they do not have equipment used by demonstrators.

3. Have men go through entire procedure on each other using coach and pupil method.

4. Explain and demonstrate use and danger of tourniquets.
5. Have men use belt and handkerchief tourniquets on each other.
6. Questions and discussion.

Note: Attempts to instruct soldiers in differentiation of arterial and venous bleeding and location of pressure points is usually more confusing than helpful.

FIRST AID

(Splinting)

Third Period: One Hour

Place. Indoors or Outdoors.

Text References. FM 21-11, Sections III, XI, and XII.

Instructional Aids.

Personnel. 2 soldiers acting as casualty and buddy, respectively.

Equipment. Use Charts No. 34 and 35, First-aid packet (instructional type), shingles, tree branches, pieces of board, bayonet scabbard, pieces of tin, wire mesh, blankets, triangular bandage, safety pins, rocks.

Procedure. Demonstration.

1. Discussion and description of fractures.
2. Importance of immobilization of injured parts, particularly when fracture is part of injury.
3. Instruction in regard to wounds given in 1st and 2d periods should be reapplied here.

HOW TO TELL A BROKEN BONE

1. OPEN WOUND OR NOT
2. PAIN & TENDERNESS
3. SWELLING
4. CAN NOT MOVE PART
5. DEFORMITY OF PART
6. DISCOLORATION OF PART
7. GRATING OF BONE ENDS

Chart No. 34

HOW TO TREAT A BROKEN BONE

1. CARE FOR WOUND
2. STEADY PULL
3. STRAIGHTEN LIMB
4. SPLINT
5. CHECK
 - a. BANDAGE
 - b. SPLINT

Chart No. 35

4. Explain and have demonstrated various methods of splinting by improvised means described in FM 21-11.
5. Explain and have demonstrated methods of making slings according to FM 21-11.

Note. Chief points to emphasize:

1. Attention to wound in compound fractures.
2. Straighten fractured limb very gently into natural alignment before splinting.
3. To splint before moving individual, whenever possible.
4. Sufficient length of splints so they may be of value.
5. Attention to securing of splint without constricting the circulation.

FIRST AID

(Splinting)

Fourth Period: One Hour

Place. Indoors or Outdoors.

Text References. FM 21-11, Sections III, XI, and XII.

Instructional Aids.

Personnel. Same as 3rd period.

Equipment. Use Charts No. 34 and 35. Same equipment as 3rd period.

Procedure. Demonstration and Application.

1. Have demonstrators be prepared to show individual men steps they may want to see repeated.
2. Have men go through steps in care of wounds learned in periods 1 and 2 before applying splints, using coach and pupil method.
3. Have them apply as many types of improvised splints as possible, on each other, as time allows, using coach and pupil method.
4. Call students' attention to any mistakes observed. Further discuss important points in splinting.
5. Carry out similar procedure for arm slings.
6. Questions and discussion.

FIRST AID

(Special Wounds and Artificial Respiration)

Fifth Period: One Hour

Place. Indoors.

Text References. FM 21-11, Section II, par. 13; Section IV, par. 37, 38 and Sections XI and XII; TF 8-2049.

Instructional Aids.

Personnel. 2 soldiers. (demonstrators)

Equipment. Use Charts No. 36 and 37, first-aid packet (instructional type), shirt, gauze bandage, length of wire, long stick and dry shirt, TF 8-2049.

Procedure.

A. Demonstration. Show TF 8-2049.

B. Conference.

1. Explain that most wounds occur to limbs, but the trunk, head and neck are also injured.
2. Explain the clinical picture of a sucking wound of the chest and its seriousness. Have demonstrators apply adequate dressing to such a simulated wound.

ARTIFICIAL RESPIRATION

(INDICATIONS)

1. DROWNING

2. ELECTRIC SHOCK

3. CARBON MONOXIDE

4. SOME GASES

Chart No. 36

ARTIFICIAL RESPIRATION

(PROCEDURE...)

1. PLACE ON BELLY

2. FACE TO SIDE ON HAND

3. HEAD LOWERED

4. A-R AT ONCE

5. PRESSURE 2 SEC

6. RELEASE 3 SEC

7. CONTINUE 2 HRS

8. LOOSEN CLOTHING

Chart No. 37

3. Do likewise for an abdominal wound.
 4. Do likewise for head and neck injuries, stressing the position of the head in the several types of injuries.
 5. Explain, simply, the physiology of drowning and why it is different from electric shock, stressing that cessation of breathing is the serious manifestation common to both.
 6. Demonstrate removal of man from electric wire, and wire from man.
 7. Demonstrate the method of artificial respiration.
 8. Have men perform artificial respiration on each other.
- Note:** Stress position of hands and timing in artificial respiration. also necessity for continuing process for at least 2 hours.

FIRST AID

(Burns, Extremes of Heat and Cold)

Sixth Period: One Hour

Place. Indoors or Outdoors.

Text References. FM 21-11, Sections V, VI (except Par. 57), XI and XII.

Instructional Aids.

Personnel. 2 soldiers. (demonstrators)

Equipment. Use Chart No. 38, vehicular kit containing boric acid ointment; wooden paddle applicators; salvage uniform; simulated sulfadiazine tablets; canteen with water; morphine syrettes, salt tablets.

Procedure. Conference and Demonstration.

1. Explain similarity of burns to other soft tissue wounds, with stress on importance of shock.
2. Demonstrate steps in care of burn including gentle removal of detached clothing, use of boric acid ointment and morphine, administration of sulfadiazine and water, and covering with sterile dressing, if available.
3. Discuss symptoms and signs of heat exhaustion and stroke.
4. Demonstrate spraying of water, fanning and rubbing, in first aid to victims of heat stroke.
5. Discuss conditions resulting from exposure to extreme cold.
6. Demonstrate methods of thawing frozen part by use of body heat and extreme care necessary to avoid breaking the skin. Explain danger of rubbing frozen part.
7. Questions and answers.

BURNS

1. BORIC OINT

2. DRESSING

3. SULFA-TABLETS

4. WATER

Chart No. 38

(M-4)

BARRS

- 1-B -lot area
- 2-A -pply ointment
- 3-R -emove ointment
- 4-R -eapply 3 or 4 times
- 5-S -oap & water-wash

BARRS/skin burns

Chart No. 39

FIRST AID

(Gas Casualties)

Seventh Period: One Hour

Place. Indoors or Outdoors.

Text References. FM 21-11. Sections X, XI, and XII.

Instructional Aids.

Personnel. 1 soldier as demonstrator.

Equipment. Use Chart No. 39 and 53. Protective ointment M-4 with its cellulose paper for dabbing (not daubing), piece of soap, canteen full of water, and handkerchief.

Individual Equipment. Cleansing tissue or toilet paper, canteen full of water.

Procedure. Conference, Demonstration and Application.

1. Discuss the use of M-4 protective ointment and show how it is carried.
2. Demonstrate the steps in the use of M-4 ointment. (BARRS)
3. Have men go through the routine using M-4 protective ointment from a common tube, and cleansing or toilet paper instead of cellulose waste.
4. Discuss and demonstrate washing of eyes after droplet or splash contamination of the eyes.
5. Have all men irrigate an eye by pouring water from canteen into eye, and show use of BAL eye ointment.
6. Discuss removal of contaminated parts of clothing. Demonstrate.
7. Discuss and demonstrate smothering of white phosphorus in a simulated phosphorus burn and show that phosphorus particles must be removed.
8. Discuss symptoms of lung irritant gassing and importance of rest and litter evacuation.

Note. Chief points to emphasize:

1. Get rid of excess gas from skin and eyes.
2. Importance of speed in applying M-4 protective ointment to skin and irrigating eyes with water, and use of BAL ointment.
3. Eye irrigation requires liberal use of water.

UNCONSCIOUSNESS DON'T!

1. ASSUME CAUSE
2. ALLOW CHOKING
3. PICK UP OR MOVE
4. SLAP OR SHAKE
5. GIVE LIQUIDS
6. GIVE MORPHINE

Chart No. 40

SNAKE BITE

1. SIT DOWN
2. DON'T RUN
3. TOURNIQUET
4. APPLY IODINE
5. CROSSED CUTS
6. SUCTION
7. DRESSING

Chart No. 41

FIRST AID

(Snake Bite, Abdominal Pain, Unconsciousness, and Carbon Monoxide)

Eighth Period: One Hour

Place. Indoors.

Text References. FM 21-11, Paragraphs 13c, 29, 36, 39, 41-44, 48, 57, and 60, and Sections XI and XII; TF 8-2047.

Instructional Aids.

Personnel. 2 soldiers. (demonstrators)

Equipment. Use Chart No. 40 and 41, Jungle First-Aid Kit containing Sulfaguanidine and Sulfadiazine. Snake-bite kit, canteen full of water; TF 8-2047.

Procedure.

A. Demonstration.

Show TF 8-2047.

B. Conference.

1. Discuss TF 8-2047.
2. Discuss abdominal pain considering the dangers of self-medication.
3. Discuss bloody diarrhea and how sulfaguanidine and sulfadiazine may be used.
4. Demonstrate first aid to snake bite using the snake-bite kit. (Simulate treatment if kit is not available).
5. Discuss carbon monoxide poisoning and point out that victim may need artificial respiration.
6. Discuss and demonstrate steps taken in care of unconscious individuals, head injuries, convulsions and nose bleeds.
7. Remainder of period to be used for review, discussion and questions on first aid.

DISMOUNTED DRILL

Purpose and Scope.

Infantry Drill. The purpose of the instruction in infantry drill shall be to so train the individual enlisted man as a part of a command that the commanding officer thereof will be able to:

- a. Move his command from one place to another in an orderly manner and provide simple formations from which dispositions for combat service may readily be assumed.
- b. Aid in disciplinary training by instilling habits of precision and response to the leader's orders.
- c. Provide a means, through ceremonies, of enhancing the morale of troops, developing the spirit of cohesion, and giving interesting spectacles to the public.
- d. Give junior officers and noncommissioned officers practice in commanding troops.

The drill as provided by Infantry Drill Regulations, Field Manual 22-5, should be adapted in so far as necessary to meet the needs of medical units. It should be given as the first period in the morning if reasonably practicable to do so. Drill requires an alert mind and prompt physical response.

Paragraph 1, Field Manual 22-5, should be read and thoroughly understood by all drill instructors.

The drill instruction should include:

- a. General knowledge of drill—definitions, fundamentals, purposes, adaptations.
- b. The school of the soldier without arms.
- c. Positions, steps and marchings.
- d. Squad, platoon and company, battalion and regiment.
- e. Manual of the guidon (for certain individuals).
- f. Ceremonies.
- g. Inspections.

Actual Time Allotted. 46 hours.

Text References. FM 22-5, "Infantry Drill Regulations," (IDR) Chs. 1, 2, 4, 8, and 9, also Changes No. 3, 16 Sep. 43; FM 21-100, "Soldier's Handbook," Chs. 7 & 9; Training Film 7-143 "Infantry Drill, The Squad"; Training Film 7-144, "Infantry Drill, the Platoon"; Training Film 7-248, "Instruction of the Soldier, Dismounted, Without Arms—Position and Facings"; Training Film 7-249, "Instruction of the soldier, dismounted,—without arms—Steps and Marchings"; FS 7-23 "Manual of the Guidon."

Methods of Instruction. Conference, Demonstration, Group Performance, (correction of errors and discussion).

Instruction in drill will in the majority of cases be given by the group performance method (keeping groups during basic drill as small as practicable), and conducted so as to obtain **maximum application by the soldier.** Command exercises and mass command should be used as soon as possible.

Drill instructors must explain clearly and demonstrate correctly each movement before the soldier is required to execute it. All errors by the soldier should be corrected immediately in an impersonal and instructive manner. The men should be required to study the Infantry Drill Regula-

tions. Discussion of drill among the men should be encouraged. Early morning hours should be used whenever practicable to do so. Special classes and instruction must be provided for soldiers who obviously need extra training in drill.

The rate of progress of an individual at drill is determined by the extent of his mental and physical coordination. Most men will master the various movements of drill more readily if advantage is taken of the following:

Execution of movements "by the numbers" (halted).

Execution of movements in a retarded cadence, "slow quick time" (moving). Where this practice is accompanied by careful attention to the individual, those men who are slow to learn can be assisted.

Standards of Proficiency. Each soldier to:

- a. Know all basic definitions of drill.
- b. Execute hand salute correctly and on proper occasions.
- c. Know and execute all positions required of the soldier without arms.
- d. Know and execute all steps and marchings required of the individual soldier.
- e. Know and execute all movements of the squad without arms.
- f. Know and execute all movements of the platoon without arms.
- g. Know and execute all movements of the company without arms.
- h. Have general knowledge of formations as a battalion and regiment (pages 118 to 132, Infantry Drill Regulations, Field Manual 22-5). Special instruction should be given to potential noncommissioned officers and officer candidates, or to enlisted men acting in such capacities.
- i. Have general knowledge of ceremonies to include (pages 132 to 160, and pages 197 to 200, Field Manual 22-5):
 1. Reviews.
 2. Parades.
 3. Inspections.
 4. Ceremonial parades (special), (pages 197 to 200, Field Manual 22-5).

Note. Battalion and regimental ceremonial parades have a definite value in the training program, but in carrying out the principle of progressive training, it should be kept in mind that platoon and company drill should be adequately taught and understood before ceremonial parades are undertaken. When these parades interfere with scheduled drill instruction, adequate rehearsal time must be provided to prepare for the parade. This time may be taken from the regularly scheduled drill but open time, if available, should be used.

DISMOUNTED DRILL

(The Soldier Without Arms)

First Period: One Hour

Place. Theater or suitable classroom.

Text References. Chapter 1 and 2, FM 22-5.

Instructional Aids.

Equipment. TF 7-248 (running time 22 minutes); TF 7-249 (running time 22 minutes).

Procedure. Demonstration. Introduce and show the two training films listed above. Brief discussion of films.

DISMOUNTED DRILL
(Positions, Steps and Marchings)
Second Period: One Hour

Place. Drill field.

Text References. Paragraphs 2 to 20, Field Manual 22-5.

Instructional Aids. None

Procedure. Group Performance.

1. Study and apply par. 14, page 9, IDR, "Duties of Instructor." In all positions and movements common errors will be demonstrated.
2. Explain the purposes of drill. Par. 2, page 2, IDR. Check wearing of headgear and insignia.
3. Explain commands. Par. 12, page 6, IDR.
4. Explain and demonstrate, Position of the Soldier or of Attention. Par. 16, page 10, IDR. Avoid stiffness; lift the chest; head up; chin in; hands hang naturally, palms in; immobility.
5. Execution by students. Instructors check positions of each student carefully and demonstrate. (Point out errors made by students for the benefit of all. Avoid errors by demonstrating possible errors beforehand).
6. Explain and demonstrate "Fall out" and "Fall in." Par. 17a, page 11, IDR. Explain and demonstrate "Dress right, dress" and "Ready front." Par. 119, page 61, IDR.
7. Execution by students of "Fall out" and "Fall in," and "Dress right, dress," and "Ready front."
8. Explain and demonstrate "Rest." Par. 17b, page 11, IDR.
9. Execution by students of "Rest."
10. Explain and demonstrate "At ease." Par. 17c, page 11, IDR.
11. Execution by students of "At ease."
12. Explain and demonstrate "Parade rest." Par. 17d, page 11, IDR.
13. Execution by students of "Parade rest."
14. Explain and demonstrate mass commands for: "Attention," "Fall out," "Fall in," "Rest," "At ease," and "Parade rest."
15. Execution by the students of the commands in 14 above by mass command.
16. Explain and demonstrate "Eyes right (left)," and "Ready front." Par. 18, page 11, IDR.
17. Execution by the students of "Eyes right (left)," and "Ready front," first by instructor's command and then by mass command.
18. Explain and demonstrate "Right face." Par. 19a (1), page 11, IDR.
19. Execution by the students of "Right face," by the numbers, then without the numbers, by the instructor's command and then by mass command.
20. Explain and demonstrate "Left face." Par. 19a (2), page 11, IDR.
21. Execution by the students of "Left face," by the numbers, then without the numbers, by the instructor's command and then in mass command.
22. Explain and demonstrate "About face." Par. 19b, pages 11-12, IDR.
23. Execution by the students of "About face," by the numbers, then without the numbers, by the instructor's command and then in mass command.

24. Explain and demonstrate "Hand salute." Par. 20a and b, pages 12-13, IDR.
25. Execution by the students of "Hand salute," by the numbers, then without the numbers, by the instructor's command and then in mass command.

DISMOUNTED DRILL

(Positions, Steps and Marchings)

Third Period: One Hour

Place. Drill field.

Text Reference. Paragraphs 1 to 32, inclusive, FM 22-5, (including changes No. 3).

Instructional Aids. None

Procedure. Group Performance.

1. Review movements of preceding drill period. Develop perfection in execution.
2. Explain these terms; (Par. 3, pages 2, 3 and 4, IDR): "Quick time," "Double time," "Step," and "Pace."
3. Explain and demonstrate "Forward march," and "Halt." Use slow time. Par. 22 and 24a, page 13 and 14, IDR.
4. With the unit in column, execution of "Forward march," and "Halt" in slow time. Repeat several times. Caution about "leaning."
5. Execute "Forward march" and "Halt" in quick time.
6. Explain and demonstrate mass command for "Forward march" and "Halt."
7. Students to execute the movement in mass command.
8. Repeat paragraphs 3 through 7 above, for "Half step, march" and "Halt." Par. 26a, page 14 and 13., IDR.
9. Repeat paragraphs 3 through 7 above, for "Mark time, march" and "Halt." Par. 25a, b, c, and d, page 14, IDR.
10. Explain and demonstrate "Double time, march" and "Halt." Par. 23a (1 and 2) and b, and Par. 24b, pages 13 and 14, IDR.
11. Execution by the students.
12. Explain and demonstrate "Right step, march" and "Halt." Par. 27a and b, and Par. 24c, page 14, IDR.
13. Execution of "Right step, march" and "Halt" by the students. Note: This is a 12 inch step.
14. Repeat 12 and 13 above for "Left step, march" and "Halt."
15. Repeat 12 and 13 above for (Back step), "Backward march," and "Halt." Par. 28a and b, page 15, and Par. 24a, page 13, IDR.
16. Explain and demonstrate to face to the right in marching from a halt. Explain application as in "Column right," "Close," and "Extend." Par. 29a, page 15, IDR.
17. Execution by the students. Use the command: (1) "By the right flank, (2) March." See changes No. 3 par. 29a page 1. Do this "by the numbers" and replace the second count of the movement by the command, (3) "Recover."

18. Repeat 16 and 17 above for facing to the left in marching from a halt.
19. Define "Line," "Column," "Center," "Depth," "Distance," "Front," and "Interval."

Note. When marching between classes, use the time en route for instruction in marching. Utilize the "cadence, count," and mass command for executing movements while marching when not accompanied by the band. Emphasize alinement, covering, uniform steps, position of attention.

DISMOUNTED DRILL

(Positions, Steps and Marchings)

Fourth Period: One Hour

Place. Drill field.

Text Reference. Paragraphs 3 to 32, inclusive. FM 22-5.

Instructional Aids. None

Procedure. Group Performance.

1. Explain the terms: Flank, right, left, file, rank, formation, guide, and head. Par. 3, pages 2 and 3, IDR.
2. Explain and demonstrate, to face to the right in marching and advance, being in march. Explain as in "By the right flank, march." Par. 29b, and 30, page 15, IDR.
3. Execution by the students of "By the right flank, march."
4. Repeat 2 and 3 above, for facing to the left in marching and advance, being in march. Explain as in "By the left flank, march." Par. 30, page 15, IDR.
5. Explain and demonstrate "Change step, march"; first as the right foot strikes the ground, then as the left foot strikes the ground. Use slow time. Par. 31a and b, page 15, IDR.
6. Execution by the students of "Change step, march:" first in slow time, then in quick time; first as the right foot strikes the ground then as the left foot strikes the ground.
7. Explain and demonstrate "To the rear, march." Par. 29c, page 15, IDR. Use slow time.
8. Execution by the students of "To the Rear, March," first in slow time, then in quick time. Note: The use of mass command methods for instructing in facings in marching should not be attempted until students have attained considerable proficiency.
9. Explain marching other than at attention: 1. "Route step, March." 2. "At ease, March."

DISMOUNTED DRILL

(Positions, Steps and Marchings)

Fifth Period: One Hour

Place. Drill field.

Text Reference. Paragraphs 1 to 32, inclusive. FM 22-5.

Instructional Aids. None

Procedure. Group Performance. Review training in the same movements as in previous periods, increasing the use of the mass command system. All positions and facings, steps and marchings as taught in periods 1

through 4 must be covered. This period affords the instructor an excellent opportunity to analyze his unit, correct errors and reach a standard of proficiency in individual movements **before** progressing with squad drill.

Note. There are no new **individual** movements to learn in the coming drill periods; if your group has been well instructed their progress in squad, platoon and company drill will be rapid. See to it, in this period, that they have the precision and confidence which is necessary. Do they march well? Stand well? Look good? Are they immobile at attention? Their headgear worn correctly? Look them over. Compare your group with others. Do they stand this test? The excellence of each group mirrors the ability of the instructor.

DISMOUNTED DRILL

(The Squad)

Sixth Period: One Hour

Place. Theatre and drill field.

Text Reference. Paragraphs 114 to 121, inclusive, FM 22-5.

Instructional Aids.

Equipment. TF 7-143 (running time 10 minutes).

Procedure. Demonstration and Group Performance. Show training film during first part of the hour, then proceed to drill field and follow instruction outlined below.

1. Explain the squad as in paragraph 114, page 56.
2. Explain, To Form the Squad at Normal Interval. Par. 115.
3. Execution by the individual squads.
4. Explain, To Form the Squad at Close Interval. Par. 115b, page 59.
5. Execution by the individual squads.
6. Explain, "Count Off." Par. 118a and b, page 60 and 61, IDR.
7. Execution by the students.
8. Explain, "Dress right, dress" and "Ready front." Par. 119a and b, page 61, IDR.
9. Execution of "Dress right, dress" and "Ready front."
10. Explain the steps and actions of a leader in dressing a squad. These things are important: (1) Place the first man exactly; (2) Have the 2nd, 3rd and 4th men move forward or back to their exact position; (3) Then the remainder of the rank can adjust themselves easily; (4) Never "point" down a rank in dressing; (5) Call the men by name or number, if necessary; (6) Take the exact steps prescribed in moving from rank to rank and out to position to command "Ready front;" (7) Never touch a man to change his position.
11. Explain closing to "Close Interval." Par. 120, page 61.
12. Student execution.
13. Explain, Extending to Normal Interval. Par. 111, page 62.
14. Student execution.

DISMOUNTED DRILL

(The Squad)

Seventh Period: One Hour**Place.** Drill field.**Text Reference.** Paragraphs 122 to 130, inclusive, FM 22-5, (including changes No. 3, 16 Sep. 43).**Instructional Aids.** None.**Procedure.** Group Performance.

1. Explain and demonstrate, "Right Oblique" and "Halt." Par. 123a-f, pages 62 and 63, IDR. See also changes No. 3, par. 23, page 5. **Note:** Pronounce the command oblique to rhyme with "strike."
2. Student execution, first from a halt, then while in march.
3. Explain and demonstrate. "Column right, march." Par. 125, page 63, IDR.
4. Student execution of "Column right, march."
5. Repeat 3 and 4, above, for "Column left, march."
6. Repeat 3 and 4 above, for "Column half-right, march" and "Column half-left, march." Par. 125, page 63, IDR. Also explain partial changes of direction, i.e., "Incline to the right, (left)." Par. 9, page 5, IDR.
7. Explain "Take interval" and "Assemble." Par. 126a and b, page 63, IDR.
8. Execution of "Take interval" and "Assemble."
9. Explain column of twos from single file and reform. Par 130, changes No. 3 of FM 22-5, page 10.
10. Student execution of paragraph 9 (above).

DISMOUNTED DRILL

(The Platoon)

Eighth Period: One Hour**Place.** Theatre and drill field.**Text Reference.** Paragraphs 131 to 144, inclusive, FM 22-5, (including changes No. 3, 16 Sep. 43).**Instructional Aids.****Equipment.** TF 7-144 (running time 14 minutes).**Procedure.** Demonstration and Group Performance. Show training film during the first part of the hour, then proceed to the drill field and follow instruction outlined below.

1. Explain formation of the platoon. Include positions of leaders as in Figure 31. Paragraphs 131, 132, 133, pages 68, 69 and 70, IDR. See also changes No. 3, pars. 131 and 133, pages 10 and 11.
2. Execution—To form the platoon, paragraph 134a, page 70. Normal interval. See also changes No. 3, par. 134a, page 12.
3. Execution—To form the platoon at close interval. Par. 134b, page 70.
4. Explain to march the platoon. Par. 136, page 71, IDR.
5. Explain the guide in marching. Par. 137, page 71, IDR.
6. Explain at normal interval, to close and extend. Execute both at a halt and in march. Par. 138, 139, pages 71 and 72, IDR. See also pars. 138.1 and 139.1 of changes No. 3, page 12 and 13.

7. Student execution of "Close, march" and "Extend, march," at the halt and in the march.
8. Explain and demonstrate "Open ranks, march" and "Close ranks, march." Par. 144, page 73 and 74, IDR. See changes No. 3 par. 144, page 15.
9. Student execution of "Open ranks, march" and "Close ranks, march."

DISMOUNTED DRILL

(The Platoon)

Ninth Period: One Hour

Place. Drill field.

Text Reference. Paragraphs 145 and 146, FM 22-5. (including changes No. 3, 16 Sep. 43).

Instructional Aids. None

Procedure. Group Performance.

1. Explain "Column of twos from the right (left), march" and "Column of fours (threes) to the left (right), march." Par. 146b, (1 and 2), and d, page 76, IDR. See also changes No. 3, par. 146, pages 16, 17, 18, 19 and 20.
2. Student execution of paragraph 1 above. Note: See par. 146, changes No. 3, FM 22-5, pages 16, 17, 18, 19 and 20.
3. Explain column of files and reforming. Par. 146c, (1 and 2), page 76, IDR. See also changes No. 3, par. 146, pages 16, 17, 18, 19 and 20.
4. Execution of column of files and reforming. Insist on correct commands by squad leaders.
5. Explain forming for shelter tents and reforming. Par. 145a, b, c, d, and e, pages 74 and 75, IDR. See also changes No. 3, par. 145, page 16.
6. Execution of forming for shelter tents. Insist on correct commands by squad leaders. Do not spend too much time on this formation.
7. Execution: Marching the platoon in column and line at close interval and normal interval. Emphasize mass commands.

DISMOUNTED DRILL

(The Platoon)

Tenth Period: One Hour

Place. Drill field.

Text Reference. Paragraphs 131 to 146, inclusive, FM 22-5. (including changes No. 3, 16 Sep 43).

Instructional Aids. None

Procedure. Group Performance.

This review period is available to instructors to attain proficiency in each of the movements of platoon drill.

Check the length of the step and check cadence.

Make certain the platoon guide functions as prescribed in par. 8, page 5.

Place strong emphasis on mass commands. (Par. 13, FM 22-5).

Include movements for review and movements to gain precision. Troops must march well, with correct step and cadence, exact align-

ment and cover; care must be taken that the march is started with a full step and halted without swinging of arms or shift of position.

Use this period to develop proficiency in Platoon Drill.

DISMOUNTED DRILL

(The Company)

Eleventh Period: One Hour

Place. Drill field.

Text Reference. Paragraphs 147 to 158, inclusive, FM 22-5, (including changes No. 3).

Instructional Aids.

Equipment. Public address system if available.

Procedure. Group Performance.

1. Explain, Rules for Company Drill. Par. 148, page 77, IDR. Include commands to be repeated by platoon leaders.
2. Explain, To Form the Company. Par. 149, page 78, IDR. See also changes No. 3, par. 149, page 21, 22, 23 and 24.
3. Execution.
4. Explain, To March to the Right. Par. 150, page 82, IDR. Include positions of leaders.
5. Execution. Use mass command.
6. Explain, To Align the Company. Par. 153, page 83, IDR. See also changes No. 3, par. 153, page 26 and 27.
7. Execution. Check action of platoon leaders.
8. Explain, To Form Company Mass. Par. 155, page 83, IDR. See change No. 3, par. 155, page 27.
9. Execution. Include dressing the company in mass formation.
10. March the company in mass. Check alignments and positions of leaders.
11. Explain, To Change Direction. Par. 157, page 85, IDR.
12. Execution. Insist on half-step until movement is completed.
13. Explain, Forming Columns of Threes or Fours from Mass. Par. 158, page 85, IDR. **Note:** This to be from a halt. See changes No. 3, par. 158, page 27.
14. Execution. Insist on correct commands by platoon leaders.

DISMOUNTED DRILL

(The Company)

Twelfth Period: One Hour

Place. Drill field.

Text Reference. Paragraphs 147 to 158, inclusive, FM 22-5, (including changes No. 3).

Instructional Aids. None

Procedure. Group Performance. The same as previous period. Continue all movements not completed and emphasize the importance of platoon leaders repeating the preparatory commands. The rules for guide should be clearly explained when the company is in mass formation. Precision in the movements of key men should be stressed.

DISMOUNTED DRILL

(The Company)

Thirteenth Period: One Hour**Place.** Drill field.**Text Reference.** All previous text references.**Instructional Aids.** None

Procedure. Group Performance. Same as previous period. This period should include all the remaining movements and formations of company drill, and review and repetition of such as are not understood. The following movements should especially be reviewed and emphasized, using **Mass Commands**:

- | | |
|-----------------|-----------------------------|
| 1. All Facings. | 4. Forward, Half Step, Mark |
| 2. All Rests. | Time March, and Halt. |
| 3. Hand Salute. | |

Note. Additional drill periods may be required in order that precision in column movements might be attained. If necessary, refer back to the seventh drill period and insist upon precise column movements by each platoon of the company.

DISMOUNTED DRILL

(Rehearsal for Retreat Parade)

Fourteenth Period: One Hour**Place.** Drill field.**Text Reference.** Chapter 9 and appendix, FM 22-5. (Ceremonial Parade).**Instructional Aids.**

Personnel. Company commanders; platoon leaders; noncommissioned officers; band personnel.

Equipment. Prepare drill field with markers for parade. Public address system if available.

Procedure. Group Performance.

1. Formation of Units on the field. (A suggested procedure).

- a. Adjutants. The Regimental Adjutant and the Battalion Adjutants will take position on the field prior to Adjutant's Call. Special instruction for adjutants in taking their proper posts will be given to them personally.
- b. Guides. Units will march onto the field in column of threes or fours at close interval. As each company approaches its position on line, the commander gives the command, "Guide on the line"; only the guide of the leading platoon moves out and at double time, proceeds forward and halts on the flat white marker, indicating his post, and then faces to the right.
- c. The provisional regiment will form in line of company masses (see par. 216, pages 125-126 FM 22-5). Units will form company mass while in march, as they approach the line of guides. The squad leader of the right squad of the leading platoon will align himself on the guide, so that when "Dress Right, DRESS" is given, the center of his chest is touching the right arm of the guide.
- d. When the formation of each battalion is completed, its Adjutant will march to a position midway between the Battalion

Commander and the Battalion, face the battalion and command, "Guides. POST." He will then face about and take his post 1-1/2 paces to the rear and one pace to the right of his battalion commander. Battalion commanders give their battalions "parade rest," after they are formed and then face to the front. (In case of a large formation, the command "Rest" may be given in place of "Parade Rest").

2. Parade Procedure.

- a. After the entire provisional regiment is formed on the line, the Regimental Adjutant leaves his post 6 paces from the band and marches to a point 15 paces in front of the Regimental Commander, where he faces the regiment and commands, "Bring your Battalions to Attention." Battalions are brought to attention by their commanders, starting with the center (or right center) battalion and continuing simultaneously toward each flank.
- b. The Regimental Adjutant then commands, "Have your Battalions execute Parade Rest." Battalions execute parade rest in the same manner as in 2a above.
- c. The Regimental Adjutant then commands, "Sound Off," at which time the band marches and countermarches. When the band is back in position and retreat has been sounded, the Regimental Adjutant commands: "Bring your Battalions to Attention." Battalions are brought to attention in the same manner as in 2a above.
- d. The Regimental Adjutant then commands: "Have your Battalions Present Arms." Battalions present arms in the same manner as in 2a above. Company commanders, the officer, second in command of the company, and platoon leaders render the hand salute; men armed with the rifle come to present arms; all other men in formation remain at attention, but do not render the hand salute. The gun is then fired and the band plays the National Anthem.
- e. The National Anthem completed, the Regimental Adjutant faces about and reports: "Sir, the Parade is formed." The Regimental Commander commands: "Take your post, Sir."
- f. The Regimental Commander then commands: "Have your Battalions, Order Arms." Battalions order arms in the same manner as 2a above. The Regimental Commander then orders movements of the manual of arms. Only those units armed will execute the manual of arms and this on the order of their Battalion Commanders. Other battalions will remain at attention during the manual of arms.
- g. The manual of arms completed, the Regimental Commander orders his Adjutant, "Receive the reports, Sir." The Regimental Adjutant receives the reports of the battalions, from right to left. Battalion Commanders salute and report, "-- ---- Battalion Present or Accounted for." The reports received, the Regimental Adjutant faces about, salutes, and reports, "Sir, all present or accounted

for." The Regimental Commander then directs, "Publish the Orders, Sir." The Regimental Adjutant then publishes the orders.

- h. The Regimental Adjutant then commands, "Officers—Center—March."** (See par. 2h, page 198, and par. 3d and e, page 200, FM 22-5). On the command, "Officers," the Battalion Adjutants step up on line with and to the right of their Battalion Commanders; the guidon bearers execute carry guidons. On the command, "Center," all officers in the line of battalion commanders, all company commanders, and guidon bearers, face to the center. Also on the command, "Center" platoon leaders step one pace forward, halt, and face to the center, and the officers, second in command of companies, move around the flank nearest the center, and halt on the line of platoon leaders, then face the center. On the command, "March," all officers and the guidon bearers step off and close on the center, halt individually and face to the front.

- (1) Battalion Commanders and their Adjutants close on the line of Battalion Commanders.
- (2) Company Commanders oblique to the front and close on a line 4 paces to the rear of the Battalion Commanders, centering on them.
- (3) Guidon bearers oblique to the front and close on a line 4 paces to the rear of the company commanders, centering on them.
- (4) Platoon leaders and seconds in command, oblique to the front and close on a line 4 paces in rear of the guidon bearers, centering on the line of the battalion commanders.

- i. The four lines are marched forward** (the center officer of the leading rank being the guide) and halted on command of the senior officer (see par. 2i, j, k, and l; pages 199-200, FM 22-5). The officers and guidon bearers halt in two counts. On the third count, officers execute the first movement of the hand salute, and guidon bearers execute, present guidon. On the fourth and fifth counts, the Regimental Commander returns the salute. On the sixth count, all officers execute the second movement of the hand salute. The Regimental Commander then orders, "Carry Guidons," followed by "Officers—Posts—March."

- j. On the command, "Posts,"** all officers and guidon bearers face about. On the command, "March," they step off. The four lines are halted by the senior officer, when they have reached the same ground on which they originally formed. He then commands, "Posts—March." On the command, "Posts" all officers and guidon bearers face their respective flanks. On the command "March," they step off at 4 paces' distance and halt at their proper posts and face to the front.

- k. The Regimental Commander with his staff then leaves his post and halts about 36 paces in front of the regiment.** He faces the regiment and commands, "Have your Battalions Present Arms." Battalions present arms in the same manner as in 2a above. The Regimental Commander then presents the regiment to the review-

ing officer and the prescribed honors are rendered (see par. 232, pages 136-138, FM 22-5). He then faces about and commands "Have your Battalions Order Arms." Battalions order arms in the same manner as in 2a above.

- l. The Regimental Commander then commands "Pass in Review" (see par. 234 a-n, inclusive, pages 140-142, FM 22-5). The band moves forward to its position and the company on the extreme right executes right turn on the order of its commander. In executing right (left) turn, the company commander faces to the rear and marches backward until the change in direction has been completed, when he gives "Forward, March." The band begins to play and moves forward on the command of execution "March" of "Right Turn, March." Companies in succession execute right turn so that they follow the proceeding company at 24 paces. When the right battalion has moved off, the other Battalion Commanders will command "Pass in Review," in succession, and companies will march to the right in a similar manner as those of the right battalion. Battalions will follow each other at 36 paces.
- m. Company commanders march 6 paces in front of their companies. Battalion Commanders march 12 paces in front of their battalions. The Regimental Commander and Battalion Commanders move into their positions in the column as prescribed in par. 234e and f, page 140, FM 22-5.
- n. Company commanders command, "Eyes, RIGHT" when 6 paces from the reviewing party. They turn their heads to the right just prior to giving the command. Company commanders and platoon leaders salute on the command of execution, of "Eyes, RIGHT," and terminate their salutes on the command of execution of "Ready, FRONT," given by the company commander.
6. **Procedure to clear the field.** After the command "Ready, FRONT," each company moves off the parade ground and halts. Columns of threes or fours are formed by the command, "Column of threes (fours)—Right Platoon, Forward, MARCH."

DISMOUNTED DRILL

(Inspection—The Company)

Fifteenth Period: One Hour

Place. Drill field.

Text Reference. Paragraphs 239-240, FM 22-5, (including changes No. 3).

Procedure. Group Performance.

Instructional Aids. None

Procedure. Group performance.

To inspect the company:

1. The company being in line, the company commander commands: PREPARE FOR INSPECTION. At this command, platoon leaders face about and command: 1. Open Ranks, 2. MARCH. At the command "March," the front rank takes two steps forward, halts, and executes DRESS RIGHT.

The second rank takes one step forward, halts, and executes DRESS RIGHT. The third rank stands fast and executes DRESS

RIGHT. The fourth rank takes two steps backward and executes DRESS RIGHT. The platoon leaders place themselves on the flanks of their platoons toward which the dress is to be made, one pace from and in prolongation of the front rank and face down the line. From this position they align the front ranks. The second, third, and fourth ranks are aligned in the same manner. In moving from one rank to another the platoon leaders face to the left in marching. After verifying the alignment of the rear rank, they face to the right in marching, move three paces beyond the front rank, halt, face to the left and command: 1. Ready, 2. FRONT.

They then take one step forward, halt, and execute right face.

2. Ranks having been opened, the company commander commands: REST. He then inspects the company. During the inspection, officers, noncommissioned officers and guidon bearer not in ranks, come to attention as the inspecting officer approaches, and after being inspected resume the position of REST. The company commander may direct the second in command and/or the first sergeant to join him and take notes as he inspects. The company commander, commencing with the right platoon, then makes a minute inspection of the equipment, dress, and appearance of the personnel of the company. As he approaches each platoon, its leader turns his head toward the left and commands: 1. Platoon, 2. ATTENTION, and salutes. As soon as inspected, the platoon leader places himself on the right of the company commander, and accompanies him throughout the inspection of the platoon.
3. The inspection is made from right to left in front and from left to right in rear of each rank.
4. Upon completion of the inspection of each platoon, its leader takes his post three paces in front of the guide, faces down the line, and commands: 1. Close ranks, 2. MARCH, and adds "Rest" after ranks have been closed. He then takes post six paces in front of the center of the platoon.
5. The company commander may direct the platoon leaders to make a detailed inspection of arms or other equipment of the men of their platoons.
6. If the company is being inspected by an officer other than the company commander, for example, the battalion or regimental commander, the procedure is as follows:

When ranks are opened and platoon leaders have taken their posts, the company commander commands: REST, and faces to the front, awaiting the approach of the inspecting officer.

At the approach of the inspecting officer, the company commander faces about and commands: 1. Company, 2. ATTENTION.

He then faces about and executes the hand salute, holding the salute until returned by the inspector. He then is inspected by the inspecting officer. After being inspected he faces about and commands: REST, and accompanies the inspecting officer. The inspection proceeds as prescribed for company inspection.

7. If the company is to be dismissed, the company commander directs

the first sergeant: "Dismiss the company." The officers fall out; the first sergeant moves to a point nine paces in front of the center of the company, salutes the company commander, faces toward the company, and commands: DISMISSED.

DISMOUNTED DRILL

(Examination)

Sixteenth Period: One Hour

Place. Drill field.

Text References. All previous text references.

Instructional Aids.

Equipment. Numbered cards with examination questions written thereon.

Procedure. Oral Examination.

The instructor should prepare questions covering the various positions, facings, steps and marchings. Commands for moving the squad, platoon and company should also be included in this review exercise. If conducted properly, this period will be very advantageous in the correction of any misconceptions. Deficiencies in training objectives can also be noted and necessary review periods may be scheduled as required.

DISMOUNTED DRILL

(Command Exercises)

Seventeenth to Thirty-First Periods, Inclusive: One Hour Each Place. Drill field.

Text References. All previous text references.

Instructional Aids. None

Procedure. Group Performance (Command exercises). This 15 hours of time should be devoted to training each individual in the platoon to command a unit by his own voice and initiative. Accurate records should be kept as men are called from the ranks to command. Too much should not be expected of men who are called upon for the first time to command a unit; however, progress charts should be kept and where gradual improvement is not noted, individual advice and help should be given by the instructor. (Men who exhibit exceptional ability in command exercises may well be used to fill vacancies existing in the various non-commissioned officer grades).

A suggested form, for grading men who are called from the ranks to command, is printed below:

NAME	Command Presence	Military Bearing	Appearance (Uniform & Person)	Attitude	Subject Knowledge	Initiative	Voice	General Average
Black, J. D.—Pvt.	3	3	3	3	4	3	2	3

MARKING SYSTEM

1—Superior.

2—Very Satisfactory.

3—Satisfactory.

4—Barely Satisfactory.

5—Unsatisfactory.

X—Unknown.

DISMOUNTED DRILL

(Command Exercises and Competitive Drill)

Place. Drill field.**Text References.** All previous text references.**Instructional Aids.****Equipment.** Printed instruction cards.**Procedure.** Group Performance. (Continuation of command exercises. Inter—Platoon drill competition). This 15 hours time should be used as follows:

1. To further afford individuals experience in learning to command a unit (company as well as platoon).
2. Promote standards of proficiency in all drill movements, as well as unit esprit, by conducting several periods of drill competition.

Note. In carrying out paragraph 1 (above), the following is suggested: As individuals are called from ranks, to command, hand them cards with commands written thereon. Each man called must obey the instructions written upon his individual card.

An example of card to be used:

1. FORM THE PLATOON.
2. OBTAIN A REPORT.
3. OPEN AND CLOSE RANKS.
While at OPEN RANKS:
 - a. HAND SALUTE.
 - b. PARADE REST.
 - c. FACINGS.
4. SEVERAL FLANK MOVEMENTS BY MASS COMMAND.
5. SEVERAL OBLIQUE MOVEMENTS BY MASS COMMAND.
6. RIGHT AND LEFT STEP WITH THE PLATOON IN LINE.

EXTENDED ORDER DRILL—THE LITTER SQUAD

Purpose and Scope. The purpose of this course is to instruct the enlisted man in the essentials of movement under fire so that he may feel confident in his ability to function as an individual or with a unit on the battlefield. This course will precede the instruction in Transportation of the Sick and Wounded, and therefore it will omit those aspects of training which apply purely to litter drill. The instruction under this heading will also be a prelude to Scouting and Patrolling.

The course includes the proper method of lying prone, creeping and crawling, running, walking at night, rising and falling to the ground. It also includes instruction in the use of standard arm and hand signals and the formations—squad column, skirmishers, and wedge—applicable to the litter squad.

Actual Time Allotted. 6 hours.

Text References. FM 8-55, Medical Field Manual, Reference Data, chap. 3. FM 8-35, Transportation of the Sick and Wounded, chap. 2, sec. II. FM 21-45, Protective Measures, Individuals and Small Units, chap. 2, sec. III. FM 22-5, Infantry Drill Regulations, chap. 10, sec. I. TF 7-318, Platoon Scouts. TF 7-393, Battle Formations, The Rifle Squad.

Methods of Instruction. Conference, Demonstration, and Application.

Standards of Proficiency. Each man must have knowledge of the following information and procedures:

1. How to assume the prone position correctly.
2. The proper method of crawling.
3. The proper method of creeping.
4. The proper method of rising from the prone position.
5. The proper method of running.
6. The proper method of falling to the ground.
7. How to creep and walk at night.
8. The use of individual cover and concealment.
9. The standard arm signals.
10. The squad column formation.
11. The formation as skirmishers.
12. How to proceed as individuals.

EXTENDED ORDER DRILL—THE LITTER SQUAD

(Individual Protective Measures)

First Period: One Hour

Place. Clearing with area affording concealment close by.

Text References. FM 21-45, Protective Measures, Individuals and Small Units, chap. 2, sec. III; chap. 3, par. 49, 50, 51, 52, 56, 57, 58, 59, and 61.

Instructional Aids.

Personnel. One officer instructor. One enlisted man, (demonstrator).

Equipment. A barbed wire fence and a trench should be available adjacent to the cleared area.

Procedure. Conference and Demonstration. The instructor should state and discuss briefly the position or movement; then, as the demonstrator performs, he points out the important features and discusses it more fully. Study the illustrations in the above references.

1. Open the hour with an introduction pointing out the importance of medical personnel being able to proceed under fire in the proper way.
2. The demonstrator to act at close range, while the instructor discusses the following:

Prone position.	Running—method of rising
Crawling.	and falling.
Creeping.	Crawling at night.
Walking at night.	
3. Discuss passing obstacles. Have the demonstrator pass through the barbed wire fence and through the trench.
4. Discuss the use of concealment for the individual. Have the demonstrator approach the class through the area affording concealment, starting at some distance. Have him rise occasionally so the class can see him. Point out that he avoids exposing himself on the sky line; travels in low areas; and uses hills, trees, shrubbery, and shadows to prevent detection.

EXTENDED ORDER DRILL—THE LITTER SQUAD (Individual Protective Measures)

Second Period: One Hour

Place. Same as used in first hour.

Text References. Same as for first hour.

Instructional Aids.

Personnel. All instructors.

Equipment. Same as for first hour.

Individual Equipment. Fatigue uniform.

Procedure. Application. This hour to follow as closely as possible the first hour and to be used in application of the movements and positions covered there. The class should be divided into small groups, each with an instructor. Particular care should be paid to the prone position, to proper method of crawling and creeping, and falling to the ground. After the class has mastered these functions, they should approach the group instructor from the area affording concealment; the men should approach him one at a time, so that he can correct each of them individually in the use of concealment.

EXTENDED ORDER DRILL—THE LITTER SQUAD (Signals and Formations of the Squad)

Third Period: One Hour

Place. Same as for first hour.

Text References. FM 22-5, Infantry Drill Regulations, chap. 10, sec. I and II; chap. 11, sec. III.

Instructional Aids.

Personnel. One officer instructor. Four man demonstration squad.

Equipment. One litter for demonstration squad; fatigue uniform.

Demonstrators should wear clearly visible numbers 1-4.

Procedure. Conference and Demonstration.

1. Introductory remarks by instructor, bringing out the importance of the litter squad being able to proceed under fire in an orderly manner

and under control at all times. (It should be brought out that the subject matter to follow is designed to teach the extended order movements and signals of the squad; work with a loaded litter will follow in Transportation of the Sick and Wounded).

2. Discuss the principles of squad movement. Point out that straight lines are avoided; that the usual space between men in all directions is 5 paces; that all individuals must keep in sight of the squad leader at all times.
3. Discussion and demonstration of arm and hand signals. The squad leader of the demonstration squad (No. 1 man), should demonstrate the signals as the instructor explains them. The instructor should carefully study the illustrations on pages 190-192 of Infantry Drill Regulations. The following signals should be covered: Forward, to the right (left) or to the rear; Halt; Assemble; Double time (rush); Quick time; Down or take cover; As skirmishers; Wedge formation; Squad column (this signal is usually the signal for the squad, followed by forward).
4. Discussion and demonstration of the squad formations. The demonstration squad to assume these various formations on signal from the squad leader. No. 3 man to carry the unopened litter. Instructor should carefully study the illustrations on pages 163-167 of Infantry Drill Regulations. He should point out that while these formations are designed primarily for the infantry rifle squad, they may easily be adapted to the litter squad advancing under fire. The following formations should be demonstrated and discussed:
 - a. Squad column. Stress it as the most valuable formation. Point out the exact position of the individuals, and the fact that they are well spaced. Show the opened and closed column.
 - b. As skirmishers. No. 3 moves to left. Nos. 2 and 4 to right of squad leader.
 - c. Wedge formation. No. 3 moves to squad leader's left rear. Nos. 2 and 4 to his right rear.
 - d. Advance by individuals. Squad leader indicates objective and signals forward; each man chooses own time and route for advance.
 - e. Advance by rushes. On verbal signal from squad leader, all men spring forward following the example of the squad leader until objective has been reached.
 - f. Follow squad leader. Squad leader gives command Follow Me; the remainder of the squad follows him keeping formation.
 - g. Assemble squad. On the signal Assemble, the squad assembles on its leader with 40-inch distance between men.
 - h. Scouts. The No. 2 man should be designated as the scout. On the command Scout Out, he precedes the squad to investigate.
5. After the signals and formations have been carefully explained and demonstrated, the demonstration squad should start from a distance and approach the class taking advantage of all concealment, using proper signals and formations.

EXTENDED ORDER DRILL—THE LITTER SQUAD**(Application—Signals and Formation of the Squad)****Fourth Period: One Hour****Place.** Clearing.**Text References.** Same as for third hour.**Instructional Aids.****Personnel.** All instructors.**Equipment.** One litter for each four enlisted men.

Procedure. Application. This hour to follow as closely as possible the third hour and to be used in the application of the signals and formations covered there. The enlisted men are to be divided into groups of four, an instructor with each group. The first 15 minutes of the hour should be spent in applying the hand and arm signals. Each man should thoroughly understand and be able to give and receive each signal. The remainder of the hour should be spent in having each squad practice the formations, using the correct signals. For this purpose each man will have a definite number in the squad, and the men will change positions, so that each man has a chance to act as squad leader. The instruction should be conducted in the open, so that the instructors may carefully observe the progress of his men.

EXTENDED ORDER DRILL—THE LITTER SQUAD**Fifth Period: One Hour****Place.** Theatre or suitable classroom.**Text References.** All previous references.**Instructional Aids.**

Equipment. TF 7-318, Platoon Scouts (running time 11 minutes). TF 7-393, Battle Formations, Rifle Squad (running time 32 minutes).

Procedure. 1. Brief introductory remarks to TF 7-318. Call attention to use of signals and squad column formation.

2. Show TF 7-318.
3. Have a short period for questions and/or discussion as the next film is prepared for showing. Introduce this film, and call attention to the fact that each formation of the squad has a special purpose suitable in particular areas or situations.
4. Show TF 7-393.
5. Conclude the hour with a short discussion of both films.

EXTENDED ORDER DRILL—THE LITTER SQUAD

Sixth Period: One Hour

Place. Same as used for first hour.

Text References. All previous references.

Instructional Aids.

Personnel. All instructors.

Equipment. Litter for each group of 4 men.

Procedure. Application. A general review and test of the ability of the enlisted men. The enlisted men should be divided into groups of 4 as in the third hour. An instructor should be in charge of each such squad. Rotation of individuals in each squad should be done. Each squad should be required to proceed through an area affording concealment, over obstacles, to an objective. The instructor should remain at the objective where he can observe the progress of the squad toward him. Careful observation should be made as regards the use of concealment; proper formations; signals; choice of formations for area to be covered; and rapidity of movement of the squad as a whole. At the conclusion of the hour a discussion should be held in which the mistakes are brought out.

INTERIOR GUARD DUTY

Purpose and Scope. The purpose of the instruction in Interior Guard is to provide training of enlisted men so that they may be detailed to provide safety and security of public property and buildings within the confines of the military reservation, to preserve order and enforce police regulations. It will include practical knowledge of the duties of a sentry on interior guard duty, orders, formations, and special guard.

Actual Time Allotted. 7 hours.

Text References. FM 26-5 and local orders; FM 21-100, Chapter 10; (FM 23-5; FM 23-10; FM 23-35; FM 23-36, whichever are applicable for the particular guard duty). AR 345-25; AR 345-40; AR 600-25; AR 600-30; FS 12-2.

Methods of Instruction. Conference, Demonstration, Application, and Examination.

Standards of Proficiency. Each enlisted man must have the following knowledge:

- a. Be able to serve efficiently as a member of the guard.
- b. Have a sense of the responsibility and serious nature of guard duty.
- c. Know how to turn out prisoners with the guard.
- d. Be able to post reliefs.
- e. Be competent to serve as a sentry.
- f. Know the general orders and be able to repeat them. (FM 26-5, par. 26).
- h. Be familiar with the duties of special guards.
- g. Be familiar with informal guard mounting.
- i. Know the different classes of prisoners.

INTERIOR GUARD DUTY

First Period: One Hour

Place. Classroom.

Text References. Pages 1 to 19, inclusive, FM 26-5; AR 600-25; AR 600-30; AR 345-25 and AR 345-40.

Instructional Aids.

Equipment. Use Chart No. 42; Film Strip 12-2; Mimeographed copies of general orders for sentinels (these are to be distributed to each enlisted man). Local orders.

Procedure. Conference.

Conference. Cover the essential features of interior guard duty. A suggested outline of conference is shown below:

a. Interior guard duty—general.

- (1) Purpose.
- (2) Definitions.
- (3) How provided.
- (4) Classification.

- (a) Main guard.
- (b) Special guards.
 - Stable.
 - Park.
 - Herd.
 - Train.
 - Boat.
 - Other guards for specific purposes.

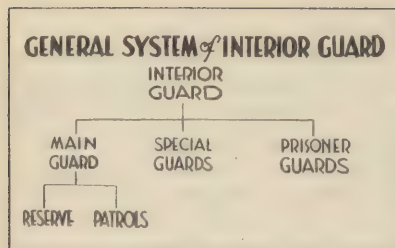


Chart No. 42

b. The main guard.

- (1) Composition.
- (2) Strength.

c. Duties of personnel.

- (1) Commanding officer—briefly.
- (2) Officer of the Day—briefly.
- (3) Commander of the Guard.

d. Orders.

- (1) Classes.

(c) Prisoner guards.

(5) Composition.

(6) General system.

(a) System of patrols.

(b) Use of military police. (See Volume IX, BFM, or FM 29-5 when issued).

(3) Patrol element.

(4) Reserve element.

(4) Sergeant of the guard.

(5) Corporal of the guard.

(6) Buglers of the guard.

(7) Privates of the guard.

(8) Color sentinels.

(2) General.

Note. Distribute mimeographs containing copies of general orders to each man. Require them to be memorized before next class in interior guard.

INTERIOR GUARD DUTY

Second Period: One Hour

Place. Drill Field.

Text References. Pages 37 to 40 incl., and pages 48 to 50 incl., FM 26-5; AR 600-25; AR 600-30.

Instructional Aids.

Personnel. 4 officers; 4 sergeants; 6 corporals; 20 enlisted men (all armed with rifle or pistol). Several men in working suits to represent prisoners of the guard.

Procedure. Demonstration. This should be a well rehearsed demonstration combined with explanatory remarks by the instructor.

a.. Informal Guard.

- (1) Point out to the men the various members of the guard such as Officer of the Day, Commander of the Guard, etc.

(2) Mounting Guard.

(a) Purpose.

(b) Inspection.

b.. To turn out prisoners. An area representing the guard room is indicated on the ground. The men representing prisoners are then turned out in proper manner (see par. 23, FM 26-5). The prisoners are returned to the guard house.

c. To post reliefs—Dismounted (See par. 24, FM 26-5). The area under guard should be outlined on the ground.

INTERIOR GUARD DUTY**Third Period: Two Hours****Place.** Drill Field.**Text References.** Pages 37 to 40, incl., and pages 48 to 50, incl., FM 26-5; AR 600-25; AR 600-30.**Instructional Aids.****Personnel.** All available officers and non-commissioned officers familiar with interior guard duty.**Equipment.** Arms sufficient for each guard.**Procedure.** Conference and Application.

1. Conference. Half hour review of guard formations.
 - a. Formation of new guard.
 - b. Formation of old guard.
 - c. Change of guard.
 - d. Post reliefs.
2. Application. With areas designated for each platoon, sentries will be designated as members of the guard. These sentinels will be posted and later reliefs will be posted.

INTERIOR GUARD DUTY**Fourth Period: Two Hours****Place.** Drill Field.**Text References.** Pages 37 to 40, incl., and pages 48 to 50, incl., FM 26-5; AR 600-25; AR 600-30.**Instructional Aids.****Personnel.** All available officers and non-commissioned officers familiar with interior guard duty.**Equipment.** Arms sufficient for each guard.**Procedure.** Application and Conference.

1. Application. With areas designated for each platoon, sentries will be designated as members of the guard. These sentinels will be posted and later reliefs will be posted.
- Note.** Smartness and precision should be attained in this period. Officers should check the men, particularly before and during the inspection of the guard.
2. Conference. Fifteen minutes to half an hour should be devoted by platoon leaders and trained non-commissioned officers to reviewing general orders and special orders with their platoons.

INTERIOR GUARD DUTY**Fifth Period: One Hour****Place.** Classroom.**Text References.** Pages 1 to 19, incl., pages 37 to 40, incl., pages 48 to 50, incl., FM 26-5; AR 600-25; AR 600-30; FM 21-100, Chapter 10.**Instructional Aids.****Personnel.** Officer instructor and available non-commissioned assistants.**Procedure.** Examination and Discussion.

1. Examination. Half hour written examination covering "The General Orders" in sequence. Other important points of guard duty may be included, i.e., manner of challenging, when to salute, etc.
2. Discussion. Remainder of the hour will be devoted to questions on the examination.

PHYSICAL CONDITIONING

Purpose and Scope. The primary purpose of military physical training (conditioning) is the production of a state of health and general physical fitness which will permit the soldier to perform the arduous duties required of him. The ultimate goal of this training, then, is physical efficiency which is essential to military effectiveness.

The physical conditioning program is composed of several different activities, each having a special purpose. The activities may be conducted either without the aid of equipment or with the aid of such as may be improvised.

These activities are:

1. Disciplinary exercises.
2. Setting up exercises.
3. Marching and exercises while marching.
4. Running, jumping and climbing.
5. Personal contests.
6. Mass athletics and group games.
7. Swimming.
8. Activities requiring special equipment.
 - a. Gymnastics.
 - b. Boxing and wrestling.
 - c. Work on the obstacle course.

Actual Time Allotted. 27 hours.

Text References. FM 21-20, "Physical Training"; TM 21-220, "Sports and Games"; AR 605-110, "Physical Fitness"; TF 11-184; TC 87, WD 1942.

Methods of Instruction. Demonstration, Group Performance and Coach and Pupil.

Note. Normally, instruction should not be imparted to a unit larger than a platoon. For disciplinary purposes, however, in order to weld the command into a compact and alert unit, and to develop a spirit of enthusiasm, whole companies or even battalions and regiments should occasionally be drilled as a unit.

To give physical training the importance it merits and to insure constant discipline, the instruction should be placed in charge of commissioned officers. Instruction as important as this is worthy of the best efforts, and therefore should never be entrusted to anyone lacking in enthusiasm or not qualified to conduct such instruction.

Instructors should, if possible, be men of better than average physique and more or less accomplished athletes, ready and able if necessary, to demonstrate personally what they require of the men. The possession of these qualities by officers is an important asset in the development of discipline, efficiency, and morale in the command.

Instructors must be conscientious, painstaking and patient, and have the ability to create a feeling of receptiveness among those being instructed. Through this alone, willing responsiveness can be engendered.

Above all, instructors must constantly bear in mind that the exercises are the means and not the end of the training. Therefore, if there is any doubt in their minds as to the effect of an exercise, it is

well to err on the side of safety. Underdoing may be corrected while overdoing may not.

Officers in charge of this instruction are cautioned that their success will depend upon working in accordance with a carefully prepared schedule of lessons progressively and systematically arranged, aimed at the attainment of the ultimate general objective.

Instructors should carefully study FM 21-20, then carry out their instruction in accordance with doctrines, principles, lessons and methods employed therein. Periods should be arranged by each instructor to fit the needs of his own unit. The use of games, competitive athletics, boxing, wrestling and mass calisthenics has been left to the discretion of the battalion commander. To clarify the basic fundamentals, the employment of a demonstration in the first period of instruction has been found very helpful.

Standards of Proficiency. To develop in each man:

1. General health and vigor.
2. Muscular strength, coordination and endurance.
3. Discipline and ability to work in a team.
4. Self-reliance, confidence, courage, self-control, alertness, and presence of mind.
5. Smartness, precision, enthusiasm, personal and organizational pride and morale.
6. Those standards prescribed by FM 21-20, Chap. 1, Par. 5, and TC 87, WD, 1942, Par. 2.

PHYSICAL CONDITIONING

First Period: One Hour

Place. Demonstration area (drill field or other suitable area outdoors or indoors).

Text References. FM 21-20, Chap. 1, 2, 6 and 7; AR 605-110.

Instructional Aids.

Personnel. One officer, one non-commissioned officer-instructor in charge of 24 enlisted men (instruction team).

Equipment. Uniform for demonstration group; service trousers, shirt, and undershirt; platform for instructor.

Procedure. Demonstration.

1. The demonstration group is marched into the area of instruction in proper uniform and in platoon formation.
2. Explanation and Demonstration—Compact Formation.
 - a. Explanation. The instructor explains the steps and commands of the demonstration group in the first formation called the COMPACT FORMATION. (See Figure 1, 2, 3, FM 21-20). This formation increases interval to approximately 60 inches while the distance remains at 40 inches.
 - (1) 1. Extend to the left. 2. MARCH.
 - (2) 1. Arms. 2. DOWN.
 - (3) 1. From front to rear. 2. COUNT OFF.
 - (4) 1. Even numbers to the left. 2. UNCOVER.
 - (5) 1. Assemble to the right. 2. MARCH.

- b. Demonstration. Execution by troops of the compact formation (Formation A). Then they assemble and resume the—AT EASE—position.
3. Explanation and Demonstration—Square Box Formation.
 - a. Explanation. The instructor now explains the SQUARE BOX FORMATION. This formation increases interval and distances to approximately 60 inches.
 - (1) 1. Extend to the left. 2. MARCH.
 - (2) 1. Arms. 2. DOWN.
 - (3) 1. Left. 2. FACE.
 - (4) 1. Extend to the left. 2. MARCH.
 - (5) 1. Arms. 2. DOWN.
 - (6) 1. Cover.
 - (7) 1. Right. 2. FACE.
 - (8) 1. Cover.
 - (9) 1. Assemble to the right. 2. MARCH.
 - b. Demonstration. Execution by troops of the square box formation. Then they assemble and assume the position of AT EASE.
 - c. Questions. Any questions by the class are answered. If in the field, the soldiers may remove blouse and uncover when in the formation. In this instance demonstrators have come prepared for physical exercises.
4. The troops are placed in the compact formation (A).
 - a. Explanation of positions. The instructor explains important positions:
 - (1) The position of ATTENTION—All exercises are done from this position unless otherwise specified.
 - (2) Position of AT EASE—The right foot is kept in place. Silence but not immobility is required.
 - (3) Position of PARADE REST—The left foot is moved 12 inches to the left of the right foot. At the same time clasp the hands behind the back. Palms to the rear, thumb and fingers of the right hand clasping the left thumb without constraint. Preserve silence and immobility. Head and eyes may be turned toward instructor or unit commander.
 - (4) REST—Neither silence nor immobility need be maintained. Either foot, however, must be kept in place.
 - (5) Always give explanations to group instructed while they are at ATTENTION or AT EASE positions.
 - b. Demonstration of positions. The troops execute all above positions in paragraph 21-(1) (2) (3) (4) (5) (6) (7) (8) and (9) FM 21-20, and then assume position of AT EASE.
5. Explanation and demonstration of commands.
 - a. Explanation. The instructor explains: We shall now show you how commands should be given. Remember, you must lift the group to the proper level by your commands. Exercises will be either snappy and precise or slovenly, depending upon the commands. For precision we point out three simple rules to remember:

- (1) The preparatory command. A cautionary command given with a rising inflection to get the group prepared for the command of execution which is literally shot at them and means EXERCISE.
- (2) IN CADENCE is a preparatory command.
- (3) EXERCISE is a command of execution.
- (4) To discontinue an exercise, use the command HALT. Note the emphasis on and the replacing of the last count by HALT. The last sequence should be given with a rising inflection to prepare the men for the command HALT.
- (5) To count cadence, a long drawn out ONE means slow performance, a snappy TWO means quick recovery. Observe how this is done by the demonstrating troops in a simple two-count exercise.
- b. Demonstration. The demonstrating troops now execute two-count exercises, giving the commands properly:
 - (1) ARMS TO THE THRUST; RAISE. Stretch arms forward—IN CADENCE; EXERCISE, one, two, three, four, etc., then ONE, TWO, THREE, HALT.
 - (2) Breathing exercises. Assume starting position. Inhale — Exhale. Inhale—Exhale. INHALE—HALT.
6. Explanation and Demonstration of starting positions.
 - a. Explanation. We shall now show you the starting positions. To give the exercise a finished, uniform appearance, we hold the arms at certain places. These positions are assumed before the exercise is started and maintained until the command ARMS DOWN is given, at which time the soldier returns to the position of attention.

Observe the explanation, demonstration and application of each of these seven positions by demonstration troops, done separately, then together.
 - b. Demonstration. Execution by the troops of:
 - (1) 1. Arms forward. 2. RAISE. 3. Arms. 4. DOWN.
 - (2) 1. Arms sideward. 2. RAISE. 3. Arms. 4. DOWN.
 - (3) 1. Arms overhead. 2. RAISE. 3. Arms. 4. DOWN.
 - (4) 1. Arms to thrust. 2. RAISE. 3. Arms. 4. DOWN.
 - (5) 1. Hands on hips. 2. PLACE. 3. Arms. 4. DOWN.
 - (6) 1. Hands on shoulders. 2. PLACE. 3. Arms. 4. DOWN.
 - (7) 1. Fingers behind head. 2. LACE. 3. Arms. 4. DOWN.
 - (8) 1. To the side straddle position. 2. HOP. 3. To the position of attention. 4. HOP.
 - (9) 1. To the squatting position. 2. BEND. 3. To the position of attention. 4. RISE.

The troops then assume the position of AT EASE.
7. a. Explanation of demonstration exercises. The instructor introduces the final setup as follows: We shall now show you the execution of several simple exercises. Note the following:
 - (1) Preparatory commands.
 - (2) Commands of execution.

- (3) The counting of cadence.
- (4) The halt—how and when it is given.
- (5) The starting positions. Where the hands are placed.
- (6) The significance of the commands; AT EASE and REST.
- (7) Each day's work should embrace exercises for all parts of the body.
- (8) Execution by the demonstration troops.
- b. Demonstration. The troops will execute the following exercises:
 - (1) Introductory arm exercise (arms stretching, 4 or 6 counts).
 - (2) Leg exercise (leg raising, 4 counts).
 - (3) Trunk exercise, turning (turn body right and left, 4 counts).
 - (4) Feet or leg exercise (ankle exercise, 4 counts).
 - (5) Trunk exercise, dorsal, bending (4 counts).
 - (6) Shoulder exercise (raise and lower shoulder, 4 counts).
 - (7) Trunk exercise, lateral, bending sideward (right and left, 4 counts).
 - (8) Arm exercise (arms thrust, 8 counts).
 - (9) Trunk exercise, abdominal, bending backward (4 counts).
 - (10) Balancing exercise (full knee bend, 4 counts).
 - (11) Breathing exercise (raise arms sideward, inhale, lower arms, exhale).
 - (12) Additional exercises that demonstration troops may be requested to illustrate.

8. Summary. Instructor emphasizes the importance of physical training in the military service. Questions by the class are answered.

Note. It is recognized that, unless well trained troops are available as demonstrators for this period, much time will be required to train such a demonstration team. If such a problem exists, substitute the Sixth Period for this subject.

PHYSICAL CONDITIONING

Second Period: One-half Hour

Place. Company, platoon, or drill area.

Text References. FM 21-20, Chap. 1, 2, 6 and 7.

Instructional Aids.

Personnel. One officer or non-commissioned officer instructor.

Equipment. One platform or high ground.

Individual Equipment. Athletic uniform.

Procedure. Group Performance and Mass Commands.

This is to be the first applicatory period and is to be devoted to instruction and application via the group performance method of instruction. It will include the formations for physical training, the nine starting positions, several simple exercises, explanations as to commands, the counting of cadence, the halt (how and when given) and mass commands.

Several simple exercises should be used in this period such as are found in FM 21-20, Par. 74. a(2), (4), (7); b(1), (4); c(2); d(3); e(5); f(1), (3); j(4) or (5).

End the period with a fairly vigorous exercise such as b(10), or i(6) followed by a breathing exercise. Depending upon the location of the physical exercise area, return to the barracks by marching either at double or quick time.

PHYSICAL CONDITIONING

Third Period: One-half Hour

Place. Company or platoon (unit) area or drill area.

Text References. Same as for second period.

Instructional Aids.

Personnel. One officer or non-commissioned officer instructor.

Equipment. One platform or high ground.

Individual Equipment. Athletic uniform.

Procedure. Group Performance and Mass Commands.

This period to be the second applicatory period of 30 minutes. Review starting positions both at your command and using mass commands. Review simple exercises of preceding period and add others from FM 21-20, Par. 74 such as a(3), (5), (6); b(2), (3), (5); c(1), (3), or (4); d(1), or (2) and begin g. Balancing exercises, h. Coordinating exercises and i. Combined exercises.

All explanations of exercises should be done at the position of "Attention," "Parade Rest," or best the position of "At Ease."

In the first several half-hour applicatory periods several periods of "At Ease" and an occasional "Rest" should be given, gradually eliminating the "Rests" and reducing the duration of the periods of "At Ease."

PHYSICAL CONDITIONING

Fourth Period: One-half Hour

Place. Unit area or drill area.

Text References. Same as for second period.

Personnel. Same as for second and third periods.

Equipment. One platform or high ground.

Individual Equipment. Athletic uniform.

Procedure. Group Performance Method and Mass Commands.

This is the third applicatory period to be conducted similar to the preceding two and as demonstrated in the initial introductory period. The cardinal principle of progressive training should be followed in conducting physical training. Start with the more simple exercises and work gradually to the more advanced or complex. Increase the number of balancing, coordinating and combined exercises to be employed.

PHYSICAL CONDITIONING

Fifth Period: One-half Hour

Place. Unit area or drill area.

Text References. FM 21-20, Chap. 1, 2, 6 and 7.

Instructional Aids. Same as previous periods.

Individual Equipment. Athletic uniform.

Procedure. Group Performance Method and Mass Commands.

Exercise should conform to FM 21-20, Chap. 7, Par. 74. Exercises however, may be varied by the instructor to suit his preference. Again the principle of progressive training should be followed—each period of itself beginning with the more simple arm, leg, trunk, shoulder and neck exercises, and working up to the more difficult balancing, coordinating and combined exercises. A simple exercise should also be given between several of the more difficult or strenuous exercises. The more strenuous are followed by a breathing exercise and “Rest.”

PHYSICAL CONDITIONING**Sixth Period: One-half Hour**

Place. Classroom, theater, dayroom, or other suitable location.

Text References. FM 21-20.

Instructional Aids.

Equipment. TF 11-184, “Conduct of Physical Training” (running time 30 min.).

Procedure. Demonstration, Training Film.

Conduct of Physical Training to be shown using above TF.

Note. In presenting this training film direct the attention of the men to the fact that the demonstration portrayed by the film is precisely as prescribed by FM 21-20.

PHYSICAL CONDITIONING**Remaining Periods: One-half Hour**

Place. Unit area or drill area.

Text References. FM 21-20, Chap. 1, 2, 6 and 7; TC 87 WD 1942.

Instructional Aids.

Equipment. Medicine balls, volley balls, soccer balls, etc. Improvised equipment as necessary.

Individual Equipment. None, or that determined by the instructor such as belt web waist, batons or other simple materials readily available to enlisted men for periods of personal contest and mass athletics or group games.

Procedure. The remaining periods must be arranged by the individual instructor who must base his plans upon his knowledge of the physical condition of the unit, climate, terrain and equipment available.

The Group Performance method will be used with emphasis on application in disciplinary exercises, setting up exercises, marching and exercises while marching, conducted as outlined in preceding periods.

Certain longer periods of physical conditioning will include personal contests and mass athletics and group games as prescribed by FM 21-20, Chap. 7, Par. 75-81; and TC 87, WD 1942, Par. 2.

EQUIPMENT, CLOTHING AND SHELTER TENT PITCHING

Purpose and Scope. The purpose of this course is to instruct enlisted men in the care of clothing, equipment and quarters; the wearing, packing and displaying for inspection of field equipment of dismounted personnel; and to train them in the pitching and striking of the shelter tent.

The course includes the wearing of the uniform, care of clothing and equipment, marking of equipment, disposition of worn out clothing and equipment, preparation and arrangement of beds, foot and wall lockers, and indoor and outdoor display of equipment. High standards must be illustrated and obtained, and stress laid upon the importance of maintaining a high degree of proficiency.

Actual Time Allotted. 14 hours.

Text References. FM 21-15, Equipment, Clothing and Tent Pitching. Sec. I-IV. FM 21-100, Soldier's Handbook, Chaps. 5 and 6. FM 22-5, Infantry Drill Regulations, Chap. 4, Sec. II. AR 30-3040, AR 600-35, AR 600-40, AR 615-40, AR 850-5, FS 8-24.

Procedure. Conference, Demonstration, and Application.

Standards of Proficiency. Each man must have knowledge of the following information and procedures:

1. How to wear his uniform correctly, with insignia properly placed.
2. Be able to identify properly each article of individual equipment, and be familiar with the nomenclature of the medical soldier's field equipment.
3. How to care for his uniform and equipment, including leather, web and metal parts, and proper marking thereof.
4. The proper method of making beds, and their proper arrangement.
5. How to arrange the contents of his foot locker and the clothing in his wall locker.
6. The penalty for unlawfully disposing of his clothing or equipment and the disposition of worn out articles.
7. Properly assemble and adjust the infantry pack and to display properly individual equipment for inspection, both in the field and on the bed.
8. The different insignia of grade of officers and noncommissioned officers.
9. The standards to be reached in the appearance and condition of clothing and equipment.
10. The unauthorized articles of clothing.
11. Use of the fatigue uniform. (working suit).
12. The importance of appearance and conduct while in uniform off the military reservation.
13. Properly pitch and strike the shelter tent in a minimum of time.
14. Method of conducting an inspection.

EQUIPMENT, CLOTHING AND SHELTER TENT PITCHING

(Care of Clothing and Equipment)

First Period: One Hour**Place.** Classroom.**Text References.** FM 21-15, Equipment, Clothing and Tent Pitching, AR 850-5.**Instructional Aids.****Personnel.** One neat, well-groomed soldier to demonstrate the standard to be attained.**Procedure.** Conference, Demonstration, and Application.**1. Conference.**

- a. The disposition of unserviceable clothing and equipment. metal parts and marking.
- b. The proper wearing of the uniform and insignia, both on and off the military reservation.
- c. Care of the uniform and equipment, including leather, web and
- d. Wearing of unauthorized articles of clothing on or off duty.
- e. The different insignia and chevrons denoting grade.
- f. The purpose of the fatigue uniform.
- g. The importance of proper military bearing.

2. Demonstration. Have a well-groomed soldier demonstrate the high standard to be attained in the following:

- a. Proper posture (military bearing).
- b. Wearing of the uniform and insignia (cover in detail from hat or cap to shoes).

3. Application. Have each squad leader inspect his squad for deficiencies in comparison to the standards just demonstrated. Proper steps should be taken to assure correction of defects found.**EQUIPMENT, CLOTHING AND SHELTER TENT PITCHING**

(Care of Clothing and Equipment)

Second Period: Two Hours**Place.** Squad room.**Instructional Aids.****Personnel.** Unit commander, squad leaders.**Equipment.** As shown in Chart No. 43.

1. Arrangement of foot locker.
2. Arrangement of wall locker.
3. Arrangement of bed.

Individual Equipment. Men to have same equipment as the demonstrator.**Procedure.** Demonstration and Application.**1. Arrangement of wall and trunk lockers.**

- a. A wall locker and a trunk locker will be arranged by the squad instructor, who will explain as he demonstrates.
- b. The men will proceed to carry out the procedures they just witnessed.

2. Inspection. While the men stand beside their bunks the squad leaders will look for and correct any errors.

ARRANGEMENT OF BED, INDIVIDUAL EQUIPMENT, WALL LOCKER AND TRUNK LOCKER

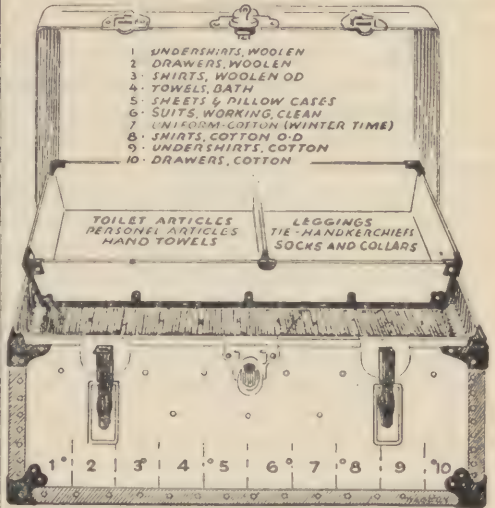
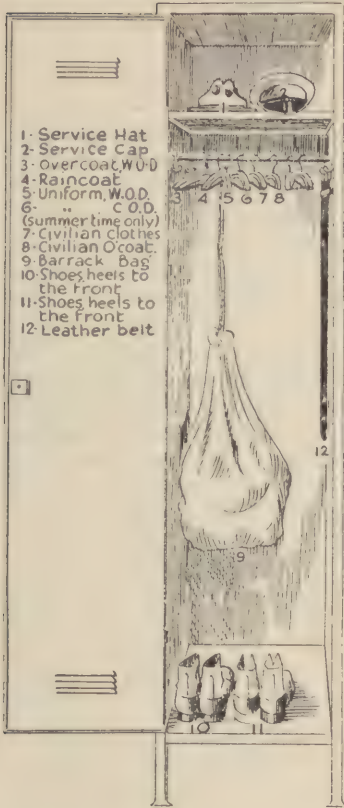
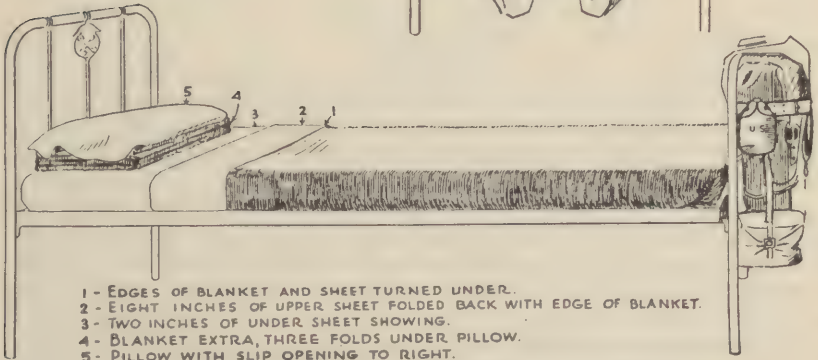
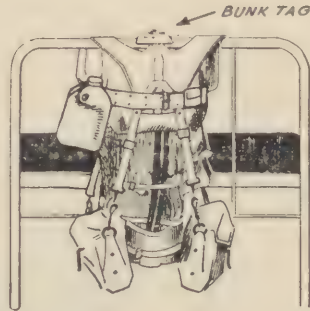


Chart No. 43



(Courtesy of Military Service Publishing Co.)

EQUIPMENT, CLOTHING AND SHELTER TENT PITCHING

(Assembling the Infantry Pack)

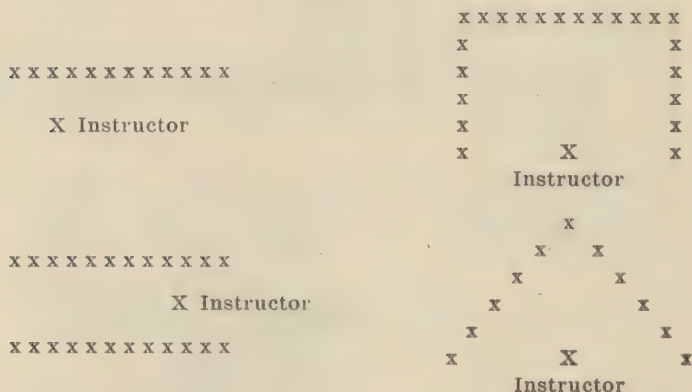
Third Period: Two Hours**Place.** Training area.**Text Reference.** FM 21-15.**Instructional Aids.****Personnel.** One demonstrator for each squad of enlisted men, with noncommissioned officer as assistant instructor.**Equipment.** Individual equipment of the medical soldier.**Individual Equipment.** Individual equipment in shelter-half.**Demonstration and application.** During the course of this period, attention should be constantly directed to the condition of the equipment, and appropriate remarks made as to the proper care of individual equipment.**Preliminary arrangements.** In teaching this subject, one of the following arrangements should be used, having one demonstrator for each 10-20 members of the class. The officer instructor should control the instruction by means of a public address system from a central location if several of such groups are to be instructed at the same time.

Figure 1. Some formations suitable for group performance method of instruction.

PROCEDURE

1. **INTRODUCTION.** The group performance method of instruction may be used in the training of any group, regardless of size or organization, as long as the class can hear the instructor and see the demonstrator. It is particularly useful in teaching certain basic and technical subjects. It provides careful, simultaneous learning under the direct supervision of an instructor and is particularly valuable when there is a lack of well trained instructors. It consists of four distinct steps, as follows:

- Explanation of the subject or procedure by the instructor.
- Demonstration of the subject or procedure by the instructor or his assistants.
- Imitation (application) by all undergoing instruction.
- Correction of errors by instructor and his assistants. The group

performance method is excellent for instruction in various subjects by the slow-motion or step-by-step procedure. For purposes of instruction an operation is broken down into steps. After describing a step, the instructor or his assistants demonstrate it, after which the class executes it under the supervision of the instructors who correct any errors.

The class may be arranged in a number of ways, depending on the particular subject to be taught. Figure 1, illustrates some of these formations. The size of the class and the number of demonstrators available will influence the choice of formation, but the arrangement should be such that the individuals undergoing instruction can see the demonstrators to best advantage.

2. THE DEMONSTRATION. The group performance method of instruction, as outlined above, necessitates considerable preparation on the part of the instructor and those concerned with the demonstration of the procedure. Likewise, the use of the group performance method of instruction entails careful planning and attention to details. Preparation includes a careful study of the subject, complete plans based on the results of such study, and finally, repeated rehearsals by all personnel involved in the demonstration. The demonstration should convey to the students the importance of preparation and planning of instruction and the mechanism of the group performance method of instruction. A standard of excellence should be set which they must strive to attain.

The officer instructor should describe a step, call the demonstrators to attention and then direct them to proceed. When they are finished, they will stand at **parade rest** and the group undergoing instruction will be called to attention and directed to proceed. The demonstrators may assist with the correction of errors. This procedure will be followed in all of the steps.

3. ASSEMBLY AND ADJUSTMENT OF THE MEDICAL SOLDIER'S FIELD EQUIPMENT IN STEPS.

a. Assembling the web pistol belt. The belt is adjusted so that it fits loosely around the waist and, when buckled, rests well down over the hip bones and below the pit of the abdomen. The belt is put on with the male buckle on the right. Then place the belt on the ground in front of you, inner side down and male buckle to the right.

The **first aid pouch** is attached to the belt by engaging the double hook attachment in the 5th and 6th eyelets from the right. The hooks are inserted from the under side. The first aid packet is placed in the pouch with the tab or ring down, and the flap is secured.

The **canteen cover** is attached in a similar manner in the 5th and 6th eyelets from the left. Place the canteen and cup into the canteen cover with concave side down and secure the flaps. Place the assembled belt on the ground to your right. (See WD Cir. 357, 27 Oct. 42.)

b. Attaching the pack carrier to the haversack. Spread the haversack on the ground in front of you, inner side down, outer flap and meat can pouch to the front. Place the button-holed edge of the pack carrier, lettered side of pack carrier up, next to the buttonholed edge of the haversack. Insert the free end of the canvas thong which is suspended from the center of the coupling strap, through the horizontal buttonhole of the pack

carrier. Lock the thong in place by inserting into its end-loop the pack carrier lock strap. Then superimpose the buttonholes of the haversack upon the corresponding ones of the pack carrier and lace the pack carrier to the haversack by passing the ends of the coupling strap through the buttonholes, beginning in the center and working to the edges.

c. **To attach hand axe carrier.** Pass hand axe carrier underneath the meat can pouch and engage the double hook attachment in the eyelets in the flap provided, inserting hooks from the under side. Place the hand axe in the carrier and secure the flap.

d. **The mess kit.** Place the knife, fork and spoon in the meat can and place the lid on the meat can with the ring toward the hinge. On the new type meat can, with the grooved cover, the ring should serve as a locking ring at the end of the handle. Press the lid down firmly and fix with the handle. Place the meat can in the pouch and button the flap. (As an alternate method, the knife, fork and spoon may be carried in the leather receptacles to be found in the pockets of the meat can pouch.)

e. **To pack the haversack.** The equipment is turned over, keeping the hand axe to the front. Spread the inner flap smoothly over the pack carrier. Place the toilet articles wrapped in the hand towel in the center of and flush with the upper border of the body of the haversack. Place the rations in two horizontal rows of three cans each behind the toilet articles. Fold the inner flap of the haversack over and under these articles. Then fold the sides of the haversack over the rations and toilet articles (which are covered by the inner flap) and pass the upper and middle haversack binding straps through the most proximate loops on the inner flap and fasten each strap to the buckle opposite it. This is done by passing the strap through the opening next to the buckle attachment, then over the center bar, and back through the opening in the buckle away from the attachment. Pull the straps tight and secure them. Lay the inner haversack strap over the toilet articles. The haversack is now packed and the carrier is ready for the reception of the roll.

f. **To make the roll.**

(1) **Shelter half.** Spread the shelter half on the ground, triangular end to the right, with buttons up. Fold the triangular end over the body of the shelter half to make an approximate square. Make a second fold by carrying the folded edge to the opposite edge.

(2) **The blanket.** Fold the blanket twice parallel to its long axis so that the blanket is one-fourth its previous width. Make another fold in the middle, bringing the ends together. Place the blanket in the center of the shelter half, with the folded end toward the buttons and the opposite end about ten inches from the far end of the shelter half.

Place the **tent pole** on the folded end of the blanket (the end of the blanket from which the rolling is to begin), and place the five **tent pins** alternately along opposite edges of the blanket with the pointed ends toward the center. (An alternate method is to place the pins next to and parallel with the pole.) The **tent rope** is placed on the opposite end of the blanket. (If the overcoat is carried on the pack, the rope will be kept out and used for purpose of attachment.)

Fold sides of the shelter half snugly over the blanket. Fold 10 inches of the far end of the shelter half toward the blanket. Beginning at the

near end, roll tightly into the folded end of the shelter half, thus making an envelope roll.

g. To assemble the pack. Place the roll in the pack carrier and haversack with one end against the bottom of the packed haversack and with the seam down. Grasp the lower suspension rings, one in each hand, and place the right knee against the bottom of the roll. Pull the carrier down and force the roll tightly against the bottom of the packed haversack. Without removing the knee, fasten the lower pack carrier binding strap over the roll to the buckle opposite it. The upper carrier binding strap is fastened in a similar manner.

h. To fold and attach the raincoat. Fold the raincoat neatly into a rectangle about $10\frac{1}{2}$ inches long by $8\frac{1}{2}$ inches wide, with outside of raincoat out. This is done by buttoning the raincoat and spreading it on the ground with the buttons down. Then fold in the sides and sleeves so that the width will be approximately $8\frac{1}{2}$ inches. Fold it in half, bringing the ends together. Now fold it in half again forming the rectangle described. Place the raincoat between the inner and outer haversack flaps and secure it with the inner haversack strap by fastening it tightly to the buckle on the under side of the outer haversack flap. Then secure the axe handle by passing the lower haversack binding strap over the handle and fastening it to its buckle.

Engage the snap hooks on the pack suspenders in the suspension rings. In order to obtain the maximum benefit from the shoulder loops when the pack is suspended on the back, the pack should be so assembled that when the roll is carried, the length of the assembled haversack and pack carrier will be at least 27 inches. This may be done by placing clothing or equipment ordinarily carried elsewhere in the ration space in the haversack so that the assembled pack will be the same length as when rations are carried. When this method is used, the pack carrier will not be folded under.

i. To fold and attach the overcoat. Turn the sleeves inside out, place the overcoat on the ground, outer side down, coat smooth, collar extended, sleeves smooth and extended toward the pockets; move the inside flap of the tail under the outside flap about six inches and gather the slack in the coat thus caused in one fold along the middle seam, tapering toward the collar. Fold the bottom of the front edges of the coat about 12 inches toward the center seam, forming an approximate parallelogram, the side of which across the coat will be 42 inches. Fold the collar end down about 15 inches at the top and roll smoothly and tightly toward the tail; turn the tail up to a depth of about 9 inches, and roll the entire coat into this pocket. Place the overcoat thus rolled, open side of the roll down, on top of the haversack so that the center back seam is over the center of the top of the haversack. Secure the coat at the top with a shelter half rope. Bind the ends of the overcoat down and along the sides of the haversack. Lash the ends of the roll to the haversack with the rope, using a half hitch near each end of the overcoat and passing the rope around the haversack over the outside flap.

j. To attach the helmet. Attach and secure the helmet by placing the chin strap over the meat can pouch.

Place the assembled haversack on the ground to the right.

k. Assembling and adjusting the medical private's kit. Place the suspender on the shoulders with the wide section to the rear. Suspend the pouches by snapping the pouch rings to the front and rear suspender on each side. The pouch containing the ammonia bottle is hooked on the right side. Hook the snap on the front of the pouch to the ring on the front of the opposite pouch. When the conformation of the individual requires it, a wider frontal adjustment of the pouches may be obtained by fastening the snaps on each pouch together, or a canteen ring strap may be used.

One canteen ring strap is used on the rear adjustment of the pouches. It is fastened to the rings at the back of each pouch. The equipment is properly adjusted when it affords the maximum comfort in use.

The suspender straps are adjusted so that the pouches will hang horizontally about waist high and as far to the front as possible.

l. To adjust full equipment. The pistol belt is put on first, adjusted as described in paragraph 3 a, with the canteen on the left. The medical kit is then adjusted as described in paragraph 3 k. If the service gas mask is carried, it should be put on in such a way that the carrier will be on the left, the buttoned flap to the front, and the shoulder strap over the right shoulder. It is suggested that in this case the medical pouch on the left be disengaged and suspended in front, from the suspenders, thus making room for the gas mask carrier. The assembled haversack and pack carrier is then slung by slipping the arms through the pack suspenders as through the sleeves of a coat. By means of the adjusting buckles on the pack suspenders, raise or lower the load on the back until the top of the haversack is on a level with the top of the shoulders, so that the pack suspenders from their point of attachment on the haversack to the shoulders will be horizontal. The latter is essential to proper adjustment of the load.

m. To discard the roll without removing equipment from the body. Unsnap the pack suspenders from the suspension rings and snap them into the centermost eyelets on top of the pistol belt in the rear. Support the bottom of the pack with the left hand, and with the right hand grasp the coupling strap at its middle and withdraw it, first from one side and then from the other. Pull down on the roll with both hands and remove it. When the roll has been removed, lace the coupling strap through the buttonholes along the upper edge of the carrier. Unsnap pack suspenders from the pistol belt and snap them into the suspension rings on the inner flap.

EQUIPMENT, CLOTHING AND SHELTER TENT PITCHING

(Review)

Fourth Period: One Hour

Place. Field.

Text References. Same as third period.

Instructional Aids. None.

Personnel. One non-commissioned officer instructor for each squad of enlisted men.

Individual Equipment. Full field equipment, disassembled.

Procedure. Application—assembly and adjustment of medical soldier's field equipment. Class to be divided into squads. This period is a review of the 3rd Period, and will consist of a step-by-step application (without demonstration) of the material covered in the preceding two hours. All men will be supervised closely, and errors corrected on the spot.

EQUIPMENT, CLOTHING AND SHELTER TENT PITCHING

Fifth Period: One Hour

Place. Squad rooms.

Text References. Same as second period.

Instructional Aids.

Personnel. Unit commander, platoon leaders, squad leaders.

Individual Equipment. Full field equipment.

Procedure. 1. Squad leaders to demonstrate hanging of pack on bed, and review general arrangement of squad room. 2. Platoon leaders to discuss procedure and methods of caring for quarters—sweeping, mopping, dusting, scrubbing, etc. (This has been regularly done during off-duty hours, but the efforts should be coordinated, and explained in detail at this time.) 3. A practice inspection may be held at the close of the hour to pick up deficiencies.

EQUIPMENT, CLOTHING AND SHELTER TENT PITCHING

(Display of individual equipment)

Sixth Period: Two Hours

Place. Barracks or Training Area.

Text References. FM 21-15, Equipment, Clothing and Tent Pitching, Sec. 4; FM 22-5, Infantry Drill Regulations, par. 241; FM 21-100, Soldier's Handbook.

Instructional Aids.

Personnel. Officer instructor, 1 noncommissioned officer assistant for each 40 men, 1 demonstrator for each squad.

Equipment. Public address system; full field equipment and uniform. (Equipment to include infantry pack and kit, medical, private)

Individual Equipment. Field uniform and full field equipment.

DEMONSTRATION AND APPLICATION

PRELIMINARY ARRANGEMENTS.—Prior to the arrival of the class the demonstration troops, with packs slung, are arranged in three ranks with noncommissioned officers as guide and messenger. The public address system is so arranged that the officer instructor can control the instruction from a central point.

PROCEDURE

1. INTRODUCTION.—The group method of instruction may be used in the training of any group, regardless of size or organization, as long as the class can hear the instructor and see the demonstrator. It is particularly useful in teaching certain basic and technical subjects. It provides careful, simultaneous teaching under the direct supervision of an instructor and is particularly valuable when there is a lack of well-trained instructors. It consists of four distinct steps, as follows:

- a. **Explanation of the subject or procedure by the instructor.**
- b. **Demonstration of the subject or procedure by the instructor or his assistant.**
- c. **Imitation (application) by all undergoing instruction.**
- d. **Correction of errors by the instructor and his assistants.**

The group method is excellent for instruction in various subjects by the slow-motion or step-by-step procedure. For the purpose of instruction, an operation is broken down into steps. After describing a step, the instructor or his assistants demonstrate it, after which the class executes it under the supervision of the instructors who correct any errors.

The class may be arranged in a number of ways, depending on the particular subject to be taught. The line formation, with demonstrators stationed in front of and facing the line, lends itself to this particular subject. Four such lines may form a square, or may be stationed in depth. The size of the class and the number of demonstrators available will influence the choice of formation but the arrangement should be such that the individuals undergoing instruction can see the demonstrators to best advantage.

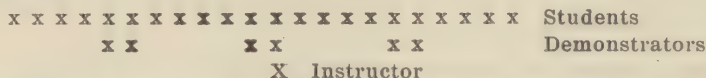


Figure 1. A formation for instruction in shelter tent pitching and . . . display of equipment.

2. THE DEMONSTRATION.—The group method, as outlined above, necessitates considerable preparation on the part of the instructor and those concerned with the demonstration of the procedure. Likewise, the demonstration of the group method of instruction entails careful planning and attention to details. Preparation includes a careful study of the subject, complete plans based on the result of such study, and finally, repeated rehearsals by all personnel involved in the demonstration. The demonstration should convey to the students the importance of preparation and planning of instruction and the mechanism of the group method of instruction. A standard of excellence must be set which they should strive to attain.

The instructor should review the various methods of instruction prior to the beginning of the demonstration. He will call attention to the advantages and disadvantages of the group method, and describe its mechanism. The practice of breaking a procedure into steps, thus simplifying it, is remarked upon. The extent to which this is done would, of course, depend upon the intelligence and previous knowledge of the group instructed.

The period of instruction is begun with a demonstration of the formation of shelter tents. The demonstration platoon is given the proper commands according to paragraph 145, FM 22-5, Infantry Drill Regulations. Since normal interval is not sufficient for shelter tent pitching, when the command to dress is given, the men may be directed to take about six inches additional interval. Another alternative would be to have the men take interval in accordance with paragraph 126, FM 22-5, Infantry Drill Regulations. After this is done, the correct manner of assembling the men into platoon formation is demonstrated.

Following this, the group method of instruction in shelter tent pitching and display of equipment will be demonstrated. The group undergoing instruction will be formed in a line by proper commands as described above; the demonstrators will take their positions as shown in Figure 1.

The instructor will describe a step, call the demonstrators to attention and direct them to proceed. When they are finished, they will stand at PARADE REST whereupon the group undergoing instruction will be called to attention and directed to proceed. The demonstrators may assist with the correction of errors. This procedure will be followed in all of the steps.

3. STEP BY STEP PROCEDURE IN PITCHING THE SHELTER TENT.

(See par. 1.)

a. Unslinging the equipment and spreading shelter halves. Upon direction of the instructor, odd-numbered men mark their position with their left heel. The locations marked indicate the positions of the front tent poles. Successive pairs of odd and even numbers (numbers one and two; numbers three and four; etc.) pitch tents together.

At the command, "PITCH TENTS," all men unsling equipment and place packs on the ground in front of them, haversacks up and to the front, the packs two paces in front of their positions. They open packs and remove shelter halves, poles and pins. Each odd-numbered man places a tent pin in the ground on the spot which he previously marked with his left heel. The men spread the shelter halves on the ground which the tent is to occupy, triangle to the rear, buttons to the center, even-numbered man's half on the left. They button the shelter halves together.

b. Adjusting the front tent pole. The odd-numbered man adjusts his pole, inserting the pin end through the front eyelets of the tent, and then holds the pole upright in position beside the tent pin. The even-numbered man pins down the front corners of the tent in line with the poles. (During this step one of the assistant instructors takes a post on the right flank of the squad and aligns the poles. The odd-numbered man retains his hold on the front tent pole until the completion of the next step.)

c. Adjusting the front guy rope. The even-numbered man measures off on the tent rope the distance from the base of the front tent pole to one of the front tent pins and drives the front guy pin this distance forward of the front tent pole. He places the loop of the guy rope over the front guy pin, runs the other end of the rope through the loops of the shelter halves, and ties it with a slip knot at such a length that the pole is vertical when the rope is taut.

d. Adjusting the rear tent pole. Both men proceed to the rear of the tent. The even-numbered man adjusts his rear tent pole through the eyelets in the rear of the tent while the odd-numbered man pins the tent corners and the rear triangle, and then drives the rear guy pin two and one-half pin lengths from the rear triangle pin. He next adjusts the rear guy rope.

e. Driving the remaining pins. The even-numbered man then drives the remaining pin on the left of the shelter tent, and the odd-numbered man drives the remaining pin on the right.

4. REPEATED APPLICATION.—The entire procedure may then be repeated. At the command: "PITCH TENTS," the students complete, without further commands, the pitching of the tents.

5. STEP BY STEP PROCEDURE IN DISPLAY OF EQUIPMENT.*

(See par. 1).

a. Preparation for display of equipment.

(1) At the command: "UNSLING EQUIPMENT," each man marks his place in line with his left heel. This is the point at which the right rear corner of your equipment is placed when displayed. Unslung your equipment, place it on the ground at your feet, haversack to the front, the pack one foot in front of your toes.

(2) At the command: "DISPLAY EQUIPMENT," open the pack and display the equipment in the interval to your left or right in the manner described below.

b. Display of Medical Equipment.

(1) Grasp the right medical pouch at the bottom with the right hand. Grasp left pouch similarly with left hand. Hold pouches waist high, buckles of pouches to the front, and suspenders hanging down. Then swing the suspender forward and place the pouches on the ground. Place your right pouch, its right rear corner, on the heel mark, the opening of the pouch to the front, and the buckle on the pouch uppermost. The left pouch is placed in a similar manner to the left and on line with the bottom of the right pouch. (If the tent is pitched prior to the display of equipment, the left rear corner of the left pouch of the even-numbered man, and the right rear corner of the right pouch of the odd-numbered man, is on line with the left and right front corner tent pin respectively.)

(2) Grasp the rings of the broad suspender. Pull the broad end of the suspender so as to have the suspender rings on line with the buckling strap of the pouches, and centered between the pouches. Then fold under long suspender extensions on far right and left sides, making folds $1\frac{1}{2}$ inches below central neck edge of the broad suspender section. Place the round ends of the suspender extensions $2\frac{1}{2}$ inches under the foremost inner corners of the left and right pouches. The long suspenders properly folded and placed will form a quarter circle at the neck or far end of the suspenders.

(3) Open the left and right pouches. Carry opened flaps slightly under the front of the pouches so as to angle them about 30 degrees upward. Remove litter straps from left pouch, roll them neatly, and place them on the left side of the broad section of the suspender. Remove the cantle ring straps, roll the cantle and packet straps and place them on the right side of the broad section of the suspender.

(4) Remove the E.M.T. book and pencil from left pouch. Place book on the center of flap of the same pouch with the closed edge of book to the right or center. Place pencil lengthwise on center of the E.M.T. book, point of pencil to the right or center of the display.

* These instructions are applicable when the equipment is displayed and the tent is not pitched. If the equipment is displayed in front of the pitched tent, the instructions are the same except that the shelter half, tent poles, tent pins, and ropes are omitted from the display.

DISPLAY OF INDIVIDUAL EQUIPMENT
MEDICAL DEPARTMENT

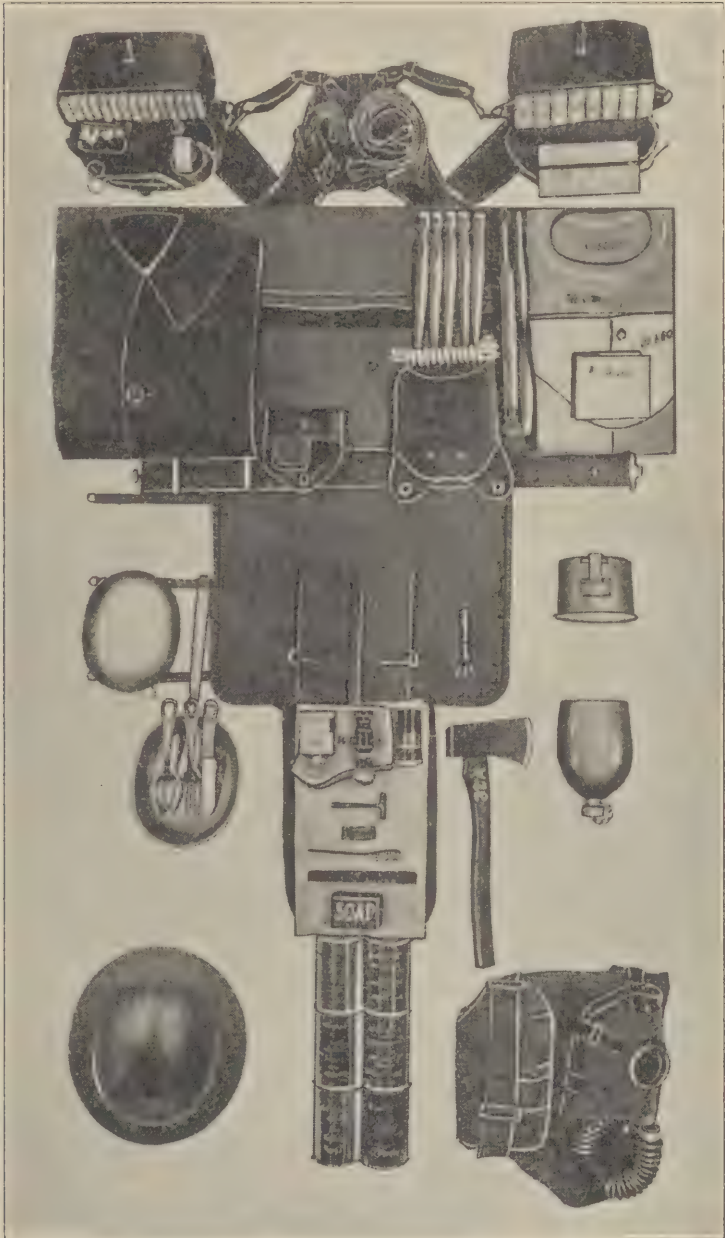


Chart No. 44

(5) Open the can containing iodine swabs in right pouch. Remove bandage scissors and adhesive tape from the same pouch. Place bandage scissors on the rear of the flap, with ring end to the right and the cutting end to the left and front. Remove cover from adhesive tape and place it on the extreme left end of the flap, with circular side down. Place adhesive roll on end, on top of the circular part of cover, with the discs of the adhesive tape roll to the left and right, respectively.

c. Display of folded shelter half, and blanket with articles upon it.

(1) Open the roll and, except for the blanket, remove the contents. Place them on the ground to your rear. Fold in the sides and ends of the shelter half toward the center of the blanket. Place the folded shelter half and blanket on the ground, centered on and in front of the displayed medical equipment, with the ends of the folded shelter half to left and right, respectively.

(2) Spread the raincoat, buttoned, on the ground, the back of the raincoat uppermost and the collar end away from you. Fold in the sides and sleeves (left and right) so as to obtain a width of $8\frac{1}{2}$ inches. Then fold up the bottom end toward the top in thirds, so the raincoat will be as long as the blanket is wide. Place the folded raincoat on the right rear corner of the shelter half, flush with the edges, the collar toward you and uppermost.

(3) Spread the undershirt on the ground, the back of the undershirt uppermost. Fold in the sides (left and right) so as to obtain a width of eight inches. Then fold the undershirt in half, bringing the ends together. Grasp the folded end, carry it toward the collar end far enough to obtain a ten-inch length (8" x 10"). Then place the folded undershirt on the left rear corner of the shelter half, flush with the edges, collar uppermost and toward you.

(4) Spread the drawers on the ground, the buttons down, waistband to the front. Fold in the sides (left and right) so as to obtain a width of 8 inches. Fold up the leg end toward the waistband so as to obtain a length of 10 inches. Place the folded drawers on and flush with the sides of the left front corner of the shelter half, with the buttons uppermost and the waistband toward you, overlapping the undershirt.

(5) Fold the handkerchief in half, then in half again bringing the ends together. Repeat this procedure forming the handkerchief into a square 4 x 4 inches. Place the folded handkerchief in the center of the drawers, folded edges to the left and to the front.

(6) Fold the tent pole so that the three sections touch each other, the pin end section of the pole resting upon and between the two lower sections of the pole. Place the pole parallel and adjacent to the underwear, with the pin end of the uppermost section of the pole to the front.

(7) Place a tent pin parallel to the tent pole, one inch to the right, with the head of the pin toward you and flush with the rear edge of the shelter half. Then align the remaining pins to the right of and closely adjacent to the first pin, making sure that the heads of all pins are flush with the rear edge of the shelter half.

(8) Fold the tent rope upon itself so as to obtain a length of six inches. Wind a portion of rope around the folds and secure the end. Place folded rope lengthwise adjacent to points of the tent pins.

d. Articles displayed on haversack.

(1) Fold the attached pack carrier back onto the rear of haversack. Grasp folded ends and hold the haversack momentarily waist high, in front of you, with the back of the haversack toward you. Place the haversack on the ground in front of and centered on the shelter half (or blanket), with inner side of haversack uppermost and outer flap to the front. Pull the rear end of haversack flush against the shelter half. Pull the inner haversack flap down and over the outer flap. Place the inner flap web strap down in a similar manner.

(2) Pick up pistol belt with attachments. Remove canteen and canteen cup from canteen cover. Place the web belt in front of and centered on the shelter half, on top of the coupling strap of the haversack, with the female buckle to the left and the male buckle to the right. The outer side of the belt should be uppermost. Open the first aid packet pouch. Remove the first aid packet, and replace it in the pouch vertically so that the ring or tab end protrudes from the pouch. The flaps of the canteen cover should be open and flat. The first aid packet pouch and canteen cover will overlay the shelter half (or blanket).

(3) Fold the shoe laces neatly. Place them three inches in from the left edge of the haversack and two inches up from the bottom, ends of laces to front and rear.

(4) Fold the face towel lengthwise in half, then in half again, bringing the ends together. Place the folded towel on the outer haversack flap with the folded edge to the left, and the folded end to the front. The folded end of the towel should be flush with the far end of the outer flap. The near end of the towel should be flush with the rear end of the outer flap. If the rear end of the towel is too long, fold it under, so that it will not extend on to the haversack.

(5) Place the socks together. Then place them on the ground, heels to the left and openings of the socks to the right. Grasp the toes of the socks and fold them over to the right making the fold at the center of the heels. If the open ends of the socks extend beyond toe ends, fold that portion under the toes of the socks and pull the under sock out, so as to show one inch at the heel and toe when displayed. Place folded socks on the rear end of the towel, with the heels to the right front and the rear edge of the socks flush with the rear end of the towel. (Note: Chart No. 44 may be amended so that an inch of both socks will show at the toe and heel).

(6) Place the shaving brush on the center of socks with the handle of brush toward you, the bristles to the front, and the top of the handle flush with the rear center edge of socks. Place the shaving stick one inch (1") to the left of the shaving brush, the bottom of the shaving stick toward you and flush with the rear edge of the socks. Place the tooth powder can in a similar manner to the right of the shaving brush.

(7) Place the razor one inch below the far edge of the socks, with the spacing between ends of razor and the sides of towel equal, and with the handle of the razor to the right. Arrange three extra razor blades so they can be readily seen by the inspecting officer.

(8) Place the tooth brush one inch below the razor, bristles toward the front and to the left.

(9) Place the comb one inch below the toothbrush, with broad end to the left and the teeth of the comb to the front.

(10) Place the cake of soap one inch below the comb.

e. Articles displayed alongside of haversack.

(1) Place the meat can one inch below the far right corner of the haversack. Extend the handle of the meat can so it will pass over the far haversack binding strap and about half an inch over the central haversack binding strap, with the handle one inch from right side of the haversack. Place the meat can lid on the ground, with the inner side uppermost, the ring to the front and extended so that it can be easily seen. The ring side of the lid should be one inch to the right of the meat can handle, and the rear end should be adjacent to the far side of the center haversack binding strap.

(2) Place the knife, fork, and spoon in the meat can, aligning them in that order from left to right. Place them so that the handles will be toward you and the tips of the handles will be resting on the rear end of the meat can. Spacing between the fork and knife and the fork and spoon should be equal; the fork should be in the center, and the "U.S." on the knife handle should be uppermost.

(3) Place the canteen cup, concave side down, three inches to the left side of the haversack, the bottom of the cup toward you and aligned on the center haversack buckle.

(4) Place the canteen, concave side down, with the bottom of the canteen toward you, on line with the far left corner of the haversack, three inches to the left.

(5) Place the hand axe along the left side of the outer flap, head of the axe toward you, and blade of the axe on the left.

f. Display of helmet, gas mask, and rations.

(1) Place the rations in two lines from front to rear, immediately adjacent to the front of the outer flap, three cans in each line.

(2) Place the helmet on line with the near edge of the rations, three inches to their right.

(3) Place the gas mask carrier on line with the near edge of the rations, three inches to the left. The opening flap of the carrier folded under and the opening to the left. The face piece is removed and is placed on the carrier, with lenses to the left and the head-harness to the right.

Note: All mention of "right" or "left" refers to the display's right or left—not as viewed from the front.

DISPLAY OF INDIVIDUAL EQUIPMENT
MEDICAL DEPARTMENT
(Bag, Canvas Field)

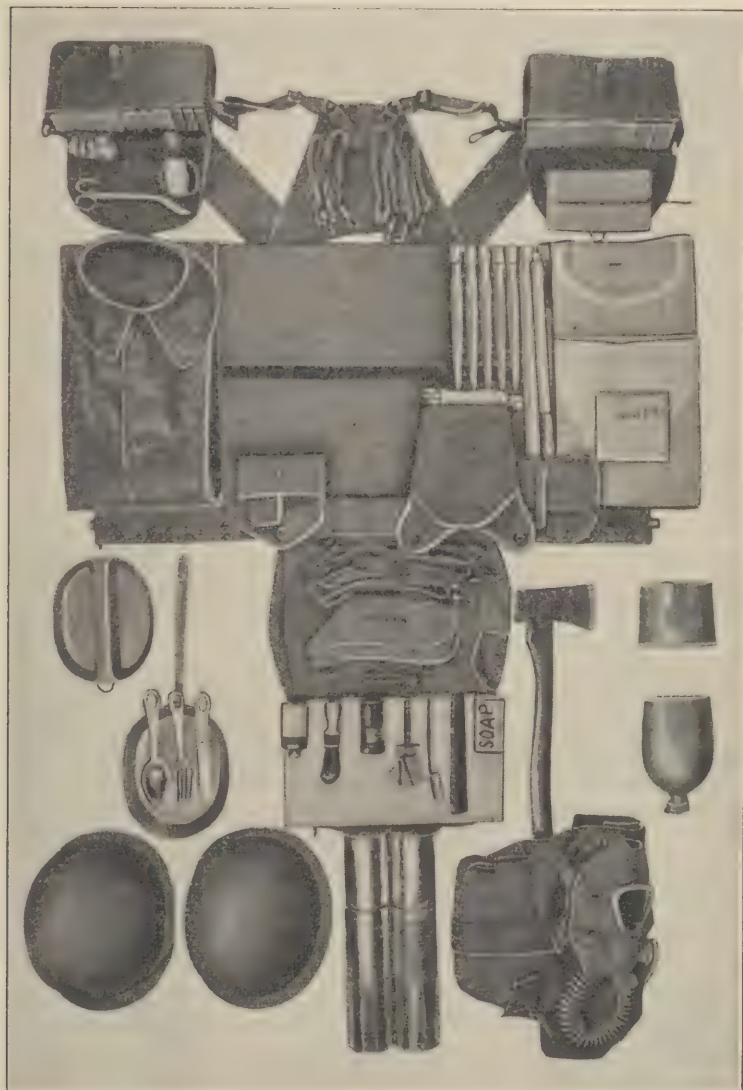


Chart No. 45

DISPLAY OF INDIVIDUAL EQUIPMENT FOR MOTORIZED, MECHANIZED, AND PARACHUTE UNITS

Note: The following procedure for the display of the individual equipment for motorized, mechanized, and parachute units (units equipped with the bag, canvas, field), will be used for the instruction of such units and replace the procedure described above which is for units equipped with the haversack and pack carrier. The manner of instruction will be the same as that described above, but the following procedure will be substituted for Par. 5, above.

STEP BY STEP PROCEDURE.

a. Display of medical equipment.

(1) Grasp the **right medical pouch** at the bottom with the right hand. Grasp the **left pouch** similarly with the left hand. Hold the pouches waist high, buckles of pouches to the front, and suspended hanging down. Then swing the suspender forward, and place the pouches on the ground at the rear of the display. (If the tent is pitched prior to the display of equipment, the left rear corner of the left pouch of the even numbered man, and the right rear corner of the right pouch of the odd numbered man, are on line with the left and right front corner tent pin respectively).

(2) Grasp the rings of the **broad suspender** and pull the broad end of the suspender to the rear so as to have the suspender rings on line with the buckling strap of the pouches, and centered between the pouches. Then fold under the long suspender extensions on the far right and left sides, making folds $1\frac{1}{2}$ inches below the central neck edge of the broad suspender section. Place the round ends of the suspender extensions $2\frac{1}{2}$ inches under the foremost inner corners of the left and right pouches. The long suspenders properly folded and placed will form a quarter circle at the neck or far end of the suspender.

(3) Open the left and right pouches. Carry the opened flaps slightly under the front of the pouches so as to angle them about 30 degrees upward. Remove the **litter straps** from the left pouch, roll them neatly, and place them on the left side of the broad suspender. Remove the **canteen ring straps** from the pouch rings (or right pouch), roll them neatly and place them on the right side of the broad section of the suspender.

(4) Remove the **E.M.T. book** and **pencil** from the left pouch. Place the book on the center of the flap of the same pouch with the closed edge of the book to the right. Place the pencil lengthwise on the center of the E.M.T. book, point of the pencil to the right or center of the display.

(5) Open the **can containing iodine swabs** in the right pouch. Remove the **bandage scissors** and **adhesive tape** from the same pouch. Place the bandage scissors on the rear of the flap, with the ring end to the right and the cutting end to the left and front. Remove the cover from the adhesive tape and place it on the extreme left of the flap, with the circular side down. Place the adhesive roll on end, on top of the circular part of the cover, with the discs of the adhesive tape roll to the left and right.

b. Display of the folded shelter half, and blanket with the articles upon it.*

(1) Spread the shelter half on the ground and fold in the triangular end so that the shelter half forms a rectangle. Make a second fold by carrying the folded edge to the opposite edge. Fold the blanket twice parallel to its longer axis so that the blanket is now one-fourth its previous width, and then fold it once at the middle so as to bring the ends together. Place the blanket symmetrically in the center of the folded shelter half, with the unfolded end of the blanket 10 inches from the rope end of the shelter half. Fold the sides and then the ends of the shelter half snugly over the blanket. Place the folded shelter half and blanket on the ground, centered on and in front of the displayed medical equipment, with the ends of the folded shelter half to the left and right.

(2) Spread the raincoat, buttoned, on the ground, the back of the raincoat uppermost and the collar end away from you. Fold in the sides and sleeves so as to obtain a width of $8\frac{1}{2}$ inches. Then fold up the bottom end toward the top (approximately to one-third of its length) to equal the width of the folded shelter half and blanket. Place the folded raincoat on the right rear corner of the shelter half, flush with the edges, the collar uppermost and to the rear.

(3) Spread the undershirt on the ground, the back of the undershirt uppermost collar end away from you. Fold in the sides so as to obtain a width of eight inches. Then fold the undershirt in half, bringing the ends together. Grasp the folded end and carry it toward the collar end far enough to obtain a length of ten inches. Place the undershirt so folded on the left rear corner of the shelter half, flush with the edges, collar uppermost and to the rear.

(4) Spread the drawers on the ground, the buttons down, waistband to the front. Fold in the sides so as to obtain a width of 8 inches. Fold up the leg end toward the waistband so as to obtain a length of 10 inches. Place the folded drawers on and flush with the edges of the left corner of the shelter half, with the buttons uppermost and to the rear overlapping the undershirt.

(5) Fold the handkerchief in half, then in half again bringing the ends together. Repeat this procedure forming the handkerchief into a square of about 4 x 4 inches. Place the folded handkerchief on the center of the drawers, folded edges to the left and to the front.

(6) Fold the tent pole so that the three sections touch each other, the pin end section resting on the lower two sections. Place the pole parallel and adjacent to the underwear, with the pin end to the rear of the display.

(7) Place the five tent pins touching each other and adjacent to the tent pole, with the head end of the pins flush with the rear edge of the shelter half.

*When shelter tents are pitched, the blanket remains in the position described for the shelter half and blanket, rear edge of the blanket centered and on line with the front (entrance) of the shelter tent, folded edge to the front, and folded end to the left. The display is then the same except that the shelter half, tent pole, tent pins and tent rope are removed.

(8) Fold or roll the tent rope on itself so as to obtain a length of six inches. Wind a portion of the rope around the folds and secure the end. Place the folded rope lengthwise adjacent to the points of the tent pins.

c. Display of the bag, canvas, field and the articles upon it.

(1) Open the bag, canvas, field and place it with the buckling straps uppermost in front of and centered on the folded shelter half, the bottom of the bag touching the front edge of the shelter half, and the open flap lying smoothly on the ground to the front.

(2) Remove the canteen and canteen cup from the canteen cover and the hand axe or entrenching shovel from the carrier. (The first aid pouch is worn on the 5th and 6th eyelets from the right end of the belt, the canteen cover on the 5th and 6th eyelets from the left end, and the hand axe or entrenching shovel carrier on the 3rd and 4th eyelets from the left end). Place the pistol belt with its attachments just in front of and centered on the shelter half resting upon the bottom of the bag, canvas, field. The male buckle is to the right and the female to the left. Open the first aid pouch, remove the first aid packet, and replace it vertically in the right side of the pouch with the tab showing. The flaps of the canteen carrier and of the hand axe carrier should be open and flat. (All of the belt attachments will overlay the shelter half; the canteen cover will lie in front of the 5 tent pins and tent rope, and the hand axe or entrenching shovel carrier will overlay the underdrawers).

(3) Roll the suspender of the bag, canvas, field neatly. and place it lengthwise in front of and adjacent to the belt, centered on the bag, canvas, field.

(4) Place the socks together. Then place them on the ground, heels to the left and openings of the socks to the right. Grasp the toes of the socks and fold them over to the right, making the fold at the center of the heels. Fold that portion of the socks which extends beyond the toe ends under the toe end of the socks. Pull out the under sock so as to show one inch at the heel and toe. Place the folded socks centered on the bag, canvas, field, adjacent to the suspender with the heels to the right front.

(5) Fold the shoe laces neatly. Place them centrally on the opening edge of the bag, canvas, field, with the ends of the laces to the right and left.

(6) Fold the face towel lengthwise in half. Then fold the ends under, so that it is approximately one-third of its length and equal in length to the width of the cover of the bag, canvas, field. Place the face towel so folded, with the folded edge to the front, on the cover of the bag, canvas, field.

(7) Place the toilet articles with one end of each article flush with the top of the towel, approximately one inch apart, in the following order, from right to left:

(a) Tooth powder can on the extreme right of the face towel, with the bottom of the can flush with the rear edge of the towel.

(b) Shaving brush, bristles to the front, top of the handle flush with the rear edge of the towel.

(c) Shaving stick, bottom of the stick flush with the rear edge of the towel.

(d) Razor, handle flush with the top edge of the towel. blade end to the front and uppermost.

(e) **Razor blades**, 3 in number, displayed in a fan-shape, directly below the razor.

(f) **Toothbrush**, top of the handle flush with the rear edge of the towel, bristles to the front and left.

(g) **Comb**, broad end to the front, narrow end flush with the rear edge of the towel, and teeth of the comb to the left.

(h) **Cake of soap**, on the extreme left of the face towel, one end flush with the rear edge of the towel.

d. Display of articles alongside of the bag, canvas, field.

(1) Place the **meat can** 3 inches to the right of the bag, canvas, field, handle to the rear, with the hinge of the meat can opposite the opening of the bag, canvas, field. Place the **meat can cover** on the ground, with the inner side uppermost, the ring to the front and extended so that it can be easily seen. The cover should be one inch to the right of the **meat can** handle and the rear end should be level with the rear end of the **meat can** handle.

(2) Place the **knife, fork, and spoon** in the meat can, aligning them in that order from left to right. Place them so that the handles will be toward the rear of the display and the tips of the handles will be resting on the rear end of the meat can, evenly spaced. The "U.S." on the **knife** handle should be uppermost.

(3) If equipped with the **hand axe**, place it to the left of the bag, canvas, field, head of the axe opposite and adjacent to the center of the bag, blade to the left, and handle pointing to the front. If equipped with the **entrenching shovel**, place it in a similar position, concave surface down.

(4) Place the **canteen cup**, concave side down, three inches to the left of the hand axe blade, the bottom of the cup to the rear, and aligned on the top of the hand axe.

(5) Place the **canteen**, directly below the canteen cup, concave side on the ground, bottom of the canteen to the rear and aligned on the opening of the bag, canvas, field.

e. Display of the helmet, gas mask, and rations.

(1) Place the **rations** in two lines from front to rear, immediately adjacent to the cover flap of the bag, canvas, field, three cans in each line.

(2) Remove the liner from the **helmet**. Place the helmet on line with the rear edge of the rations and one inch to their right, front of the helmet to the front of the display. Place the **liner**, one inch to the right of the helmet, on line with it, front of the liner to the front of the display.

(3) Place the **gas mask carrier** on line with the rear edge of the rations, one inch to their left. The opening flap of the carrier is folded under and the opening is to the left. The face piece is removed and placed on the left half of the carrier, with the lenses to the left and the head harness to the right.

EQUIPMENT, CLOTHING AND SHELTER TENT PITCHING

(Shelter Tent Pitching and Display of Individual Equipment)

Seventh Period: Two Hours

Place. Training field.

Text References. FM 22-5, Infantry Drill Regulations, par. 145 and 146;
FM 21-15, Equipment, Clothing and Shelter Tent Pitching.

Instructional Aids.

Personnel. One officer instructor; one noncommissioned officer instructor for each 40 men; one demonstrator per squad.

Equipment. Public address system. Full field equipment including infantry pack and kit, medical, private.

Individual Equipment. Field uniform. Full field equipment including infantry pack and kit, medical, private.

Procedure. Demonstrators will have pitched their tents and displayed equipment prior to the beginning of the period. The period will consist of explanation and application, reviewing the material of the 6th period. Students will watch the demonstrators' tent and display only as a guide, and will attempt to apply the instruction directly from the explanation. Demonstrators will assist and correct any errors.

EQUIPMENT, CLOTHING AND SHELTER TENT PITCHING

Eighth Period: Two Hours

Place. Convenient outdoor area.

Text References. FM 21-15, sec. 5, par. 24.

Instructional Aids.

Personnel. 5 noncommissioned officers to demonstrate wearing of pack and pitching tents.

Equipment. 5 sets full field equipment

Procedure. Conference and Demonstration. Review of general care of clothing and equipment, wearing of uniform, marking, demonstration wearing of full field equipment, strip pack, pitching double shelter tent, use of shelter halves as sleeping bag. (2 shelter halves are laid flat on top of each other, and buttoned together. Two men with their blankets can then sleep together using this "sleeping bag.")

If time permits, demonstrate how to roll and carry a pack with two blankets ("long pack"), and how to carry without rations.

EQUIPMENT, CLOTHING AND SHELTER TENT PITCHING

Ninth Period: One Hour

Place. Classroom.

Text References. All previous references.

Instructional Aids. None.

Procedure. General objective examination, true-false or completion type. Questions should be based on standards of proficiency on first page of this subject.

SAFEGUARDING MILITARY INFORMATION

Purpose and Scope. To instruct enlisted men in the necessity for exercising vigilance in conduct, speech and correspondence to prevent disclosure of military information to the enemy; to illustrate the circumstances wherein important information may be unintentionally disclosed; and, to emphasize precautions necessary to safeguard military information.

Actual Time Allotted. 5 hours.

Text References. Chap. 7, FM 21-45; FM 30-15; AR 380-5; Cir. No. 113, WD, 1942; WD Memo No. S350-21-43, 17 June 43; TC No. 99, WD, 42; TC No. 15, WD, 43; TC No. 66, WD, 43; Pamphlet 21-1; FS 30-3, "Censorship of Mail"; TF 11-225, "Interrogation of Prisoners"; TF 11-321, "Combat Counterintelligence"; TF 30-949, "Don't Talk."

Training Note. Additional hours can be profitably utilized by showing TF 30-938, "Mr. Blabbermouth" and TF 11-324, "Safeguarding Military Information."

Instructors should preview TF 11-205, "Safeguarding Military Information," and TF 11-325, "Safeguarding and Proper Handling of Classified Material," to assist them in answering questions which may arise during this phase of instruction.

Methods of Instruction. Conference and Demonstration.

Standards of Proficiency. The enlisted man should know:

1. The necessity for safeguarding military information.
2. The penalties for deliberate and careless disclosure.
3. What constitutes military information.
4. The methods employed by enemy to obtain information.
5. Censorship of personal correspondence.
6. Combat security measures.
7. Rights and actions of prisoners of war.
8. Security during movement of troops.

SAFEGUARDING MILITARY INFORMATION

(Security Discipline)

First Period: One Hour

Place. Theatre or suitable classroom.

Text References. Par. 1-7 incl., TC No. 99, WD, 4 Dec. 42; Chap. 7, FM 21-45.

Instructional Aids.

Equipment. TF 30-949 (running time 21 minutes).

Procedure. Conference and Demonstration.

1. Introduction. (Ref. Par 1-7, TC No. 99; FM 21-45).
 - a. Necessity for safeguarding military information.
 - b. Value of information to enemy.
 - c. Definition of term, "Safeguarding Military Information."
2. Security Discipline.
 - a. Causes of disclosure of military information.
 - (1) Conceit—Par 12-18 incl, TC No. 99.
 - (2) Faith—Par 19-30 incl, TC No. 99.
 - (3) Enthusiasm—Par 31-33 incl, TC No. 99.

(4) Ignorance—Par 34-35 incl, TC No. 99.

b. Preventive measures.

(1) Retribution—loss of life of informant.

(2) Education—method employed.

(3) Punishment—81st Article of War; par. 63b and 63c, AR 380-5.

3. TF 30-949.

4. Summary and Questions.

Training Note. This conference outline has been designed to allot sufficient time for the showing of TF 30-949. The subject matter draws by inference the necessity of safeguarding information and is an effective means of emphasizing the introductory remarks of the instructor.

SAFEGUARDING MILITARY INFORMATION

(Policy and Methods of Security)

Second Period: One Hour

Place. Classroom.

Text References. Cir. No. 113, WD, 17 Apr. 1942; FM 21-45, Chap. 7; par. 66, AR 380-5.

Instructional Aids. None

Procedure. Conference.

1. Introduction. Review briefly by oral quiz the following points covered during the first period:
 - a. Definition of the term, "Safeguarding Military Information."
 - b. Causes of indiscretion:
 - (1) Conceit. (3) Enthusiasm.
 - (2) Faith. (4) Ignorance.
 - c. Punishments for intentional and unintentional disclosure of military information:
 - (1) 81st Article of War. (2) Par. 63b and 63c, AR 380-5.
2. Policy Governing Release of Military Information. (Cir. No. 113, WD, 42).
 - a. Persons and agencies authorized to disseminate information.
 - (1) The Secretary and Under-Secretary of War.
 - (2) The Chief of Staff.
 - (3) War Department Bureau of Public Relations.
 - (4) Commanding Generals of Army Ground Forces, Army Air Forces, and Army Service Forces.
 - b. The enlisted man is not authorized to disclose information.
3. Information of Value to the Enemy to be Safeguarded. (Cir. No. 113, WD, 42).
 - a. Factual Information Regarding Armed Forces. Illustrate by examples.
 - (1) Organization: composition; strength; state of training; location; activation of new units; tactical employment of unit; movement of unit within or outside the United States.
 - (2) Operations: tactical doctrines of the armed forces; assembly of troops in staging area or port of embarkation; disposition of forces at home or abroad; military operations proposed or contemplated.

- (3) Combat: extent of enemy action; casualties; morale.
- (4) Equipment: character; quality; quantity; performance.
- b. Logistical information: oral or written descriptions, maps, photographs of following must never be disclosed:
 - (1) Installations: military establishments; war industries; rail terminals; highway systems; storage depots.
 - (2) Equipment: design or performance of weapons and production machinery; experimental projects.
 - (3) Production: war contracts; type of production; schedules; delivery; statistics of supplies of strategic and critical materials; transportation, assembly, storage of supplies and materials of war.
- c. Information for Propaganda Use. (FM 21-45).
 - (1) Information which enemy propagandists utilize to impair and lower our morale.
- d. Strategy: Information which would disclose our war plans.
- 4. Methods by which Military Information is disclosed. (FM 21-45, Chap. 7).
 - a. Conversation with or in vicinity of unauthorized persons.
 - b. Personal Correspondence.
 - c. Photographs.
 - d. Prisoners of War—observation and interrogation by enemy.
- 5. Methods of Safeguarding Military Information.
 - a. Cover items in par. 4 above.
 - b. Special remarks on photographs.
 - (1) Necessity for restriction of use of cameras in war.
 - (2) Regulations relative to use of cameras by military personnel
 - (a) Local directives governing use of cameras at your post, camp or station.
 - (b) Embarkation and overseas: possession and use of cameras subject to restrictions imposed by the commander of the port, ship or theatre. (Par. 66, AR 380-5).
- 6. Summary and Questions.
 - a. Conclude the conference by reviewing salient points, and by eliciting questions and answers from the students.

SAFEGUARDING MILITARY INFORMATION

(Censorship of Correspondence)

Third Period: One Hour

Place. Theatre or suitable classroom.

Text References. Chap. 7, FM 21-45; TC No. 15, WD, 16 Feb. 43; TC No. 99, WD, 4 Dec. 42.

Instructional Aids.

Equipment. Use Chart No. 46; FS 30-3 and sound record (running time 20 minutes).

Individual Equipment. Mimeograph (see par. 3c below).

Procedure. Conference and Demonstration.

1. Introduction. Review briefly the methods by which military personnel unintentionally disclose information to the enemy.

2. Censorship of Personal Correspondence.

- a. Necessity: because personal correspondence is a fruitful source of military information to enemy intelligence.
- b. Enemy Intelligence Methods: method by which enemy taps this channel of information both direct and indirect:
 - (1) Direct interception: seizure by the enemy of mail in theatre of operations.
 - (2) Indirect interception: unintentional dissemination by friends and relatives of information contained in mail from military personnel. Friends and relatives become tools of the enemy.

3. Censorship of Personal Correspondence in the Zone of the Interior.

- a. Moral responsibility of the individual.
- b. Individual censorship of personal correspondence predicated upon knowledge of information which must be suppressed.
- c. Guide for correspondence. It is suggested that mimeograph extract of Sec. III, TC No. 99, WD, 4 Dec. 42, be issued to students. This section, titled "Don't Talk," can be used as an effective guide for enlisted men in correspondence, as well as in conversation.

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ASN 34596780
Company A, 6th Inf.
Camp Carson, Colorado

Free

Pvt. John B. Lee, ASN 63452887
Company C, 8th Medical Battalion
APO 356
c/o Postmaster, New York, New York

Chart No. 46

4. Censorship in Theatre of Operations. FS 30-3, "Censorship of Mail," and sound record should be utilized to present this phase of instruction.
5. Summary and Supplementary Instructional Material. (TC No. 15, WD, 1943.
 - a. Object of Censorship: to collect and evaluate information of intelligence nature and to prevent disclosure of information of value to the enemy.
 - b. Material Censored: letters, postcards; films; photographs; newspapers; journals; magazines; books; pamphlets; recordings; broadcasts; telegrams; cablegrams; radiograms.
 - c. Authorized Channels of Personal Correspondence.
 - (1) Army Postal Service.

- (2) Authorized cable; radio and telephone channels.
- d. Penalty for Using Unauthorized Channels to Evade Censorship.
- e. Rules of Censorship.
 - (1) All correspondence to be written in English.
 - (2) Restrictions on use of foreign language.
 - (3) Codes, ciphers, shorthand, X's prohibited.
 - (4) Reference to following in correspondence is forbidden: Geographic location of the unit; movement; identity of vessels and aircraft; information relative to military and naval forces; military, naval armament, equipment; distinguishing signs of units; plans; proposed operations; use, conditions of air routes, railways, supply roads, bridges; effect of enemy operations; casualties; atrocities.
- f. Procedure. (par. 28, TC No. 15, WD 1943.
 - (1) Delivery of unsealed outgoing mail to Unit Censor.
 - (2) Use of Blue envelopes for discussion of family matters.
- g. Communications from Unknown Persons. (par. 24, TC No. 15, WD, 1943.
- h. Method of Addressing Mail to Military Personnel Overseas. (FM 12-105).

SAFEGUARDING MILITARY INFORMATION

(Combat Counterintelligence)

Fourth Period: One Hour

Place. Theatre or suitable classroom.

Text References. Chap. 7, FM 21-45; Sec. II, FM 30-25.

Instructional Aids.

Equipment. TF 11-321, (running time approx. 28 minutes).

Procedure. Conference and Demonstration.

1. Introduction.

- a. Review briefly salient points presented during three preceding periods of instruction:
 - (1) Necessity for safeguarding military information.
 - (2) Penalties for intentional and unintentional disclosure of military information.
 - (3) Four major classifications of information to be safeguarded.
 - (4) Methods by which military personnel divulge information: conversation; personal correspondence; photographs.
 - (5) Definition of censorship.

2. Combat Counterintelligence.

- a. Definition: all measures designed to combat intelligence of enemy.
- b. Counterintelligence measures:
 - (1) Secrecy discipline (par. 6, FM 30-25).
 - (2) Concealment (Sec. III, FM 30-25).
 - (3) Tactical measures (Sec. IV, FM 30-25).
 - (4) Signal communication security (Sec. VI, FM 30-25).
 - (5) Censorship (Sec. IX, FM 30-25).
 - (6) Counterpropaganda (Sec. X, FM 30-25).
 - (7) Secrecy of Troop Movements (Sec. VII, FM 30-25).

3. Disposal of Private Diaries and Memoranda (par. 45, FM 30-25; par. 128, FM 21-45).
 - a. Necessity: value to enemy if found on prisoners or casualties.
 - b. Disposal procedure.
4. Rights and Actions of Prisoners of War (par. 129, FM 21-45; Sec. II, FM 30-25).
 - a. Prisoners source of information to enemy intelligence.
 - b. Object of interrogation of prisoners.
 - c. Rights of prisoners under International Law.
 - d. Information prisoners required to reveal to enemy.
 - e. Danger of ruse and lies.
5. TF 11-321 should be shown to conclude the conference.

SAFEGUARDING MILITARY INFORMATION

(Security of Military Movements)

Fifth Period: One Hour

Place. Classroom.

Text References. Sec. VII, FM 30-25; Par. 123, FM 21-45; Sec. VIII, AR 380-5; Chap. 7, FM 21-45; Sec. II and IX, FM 30-25; Par. 1-7 incl, Cir. No. 66, WD, 17 Apr. 42; TC No. 15, WD, 16 Feb. 43; TC No. 99, WD, 4 Dec. 42.

Instructional Aids. None.

Procedure. Conference.

1. Introduction.
 - a. Definition of term, "Movement of Troops."
 - b. Necessity for secrecy relative to movements.
2. Responsibility of Enlisted Men (Section III, AR 380-5) in safeguarding information relative to: names of organizations; ports of embarkation; names of vessels used for movement; dates of departure, arrival, embarkation; routes; railroad routes.
3. Communication with Friends and Relatives. (Sec. VIII, AR 380-5).
 - a. Personal communication, oral and written, prohibited concerning past, present and future movements.
 - b. Prohibition of use of telephone, telegraph, radio, mail en route during movement.
4. Security Prior to Departure. (Sec. VII, FM 30-25). Systematic search of camp, bivouac, concentration area.
5. General Review.

Training Note: The course in Safeguarding Military Information should be concluded by a general review of the subject, with emphasis on specific measures the enlisted man must take to suppress disclosure of information to the enemy. Question and answer method is suggested.

KNOTS AND LASHINGS

Purpose and Scope. The purpose of this instruction is to familiarize the enlisted man with the common knots and lashings useful in the handling of loads and lashing of objects in the field.

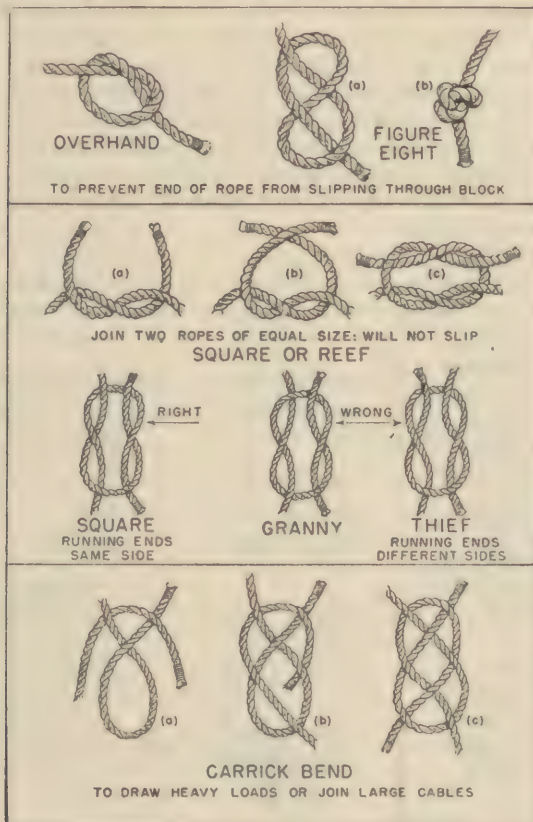


Chart No. 47

The course should be practical in nature, affording the student an opportunity to become familiar with the correct use of each knot and lashing. Maximum use should be made of equipment and facilities at hand. Those listed are suggested as a minimum only.

Actual Time Allotted. 4 hours.

Text References. FM 5-35, Par. 81; FM 21-105, Sec. III.

Methods of Instruction. Group performance method.

Standards of Proficiency. The soldier should know—

1. Names and uses of various knots and lashings.
2. Methods of tying each knot and lashing.
3. The uses of the holdfast, the deadman, and the block and tackle.

Note. A convenient instructional aid that may be used by the instructor and by the enlisted man as a ready reference is a display or chart of knots and lashings. This can be constructed rapidly by tying the knots in $\frac{3}{4}$ to 1 inch manila rope, mounting on wallboard and labeling with the correct nomenclature and use.

KNOTS AND LASHINGS**First Period: One Hour**

Place. Classroom or instructional area.

Text References. FM 21-105, Sec. III.

Instructional Aids.

Personnel. Officers—one (Instructor in charge), assistant instructors—one for each six enlisted men.

Equipment. Use Chart No. 47; 36 inch length of $\frac{3}{8}$ -inch manila or cotton rope (clothesline); 10 to 20 foot length of $\frac{1}{4}$ to 1 inch manila; ball of twine suitable for whipping rope ends.

Individual Equipment. 36 inch length of $\frac{3}{8}$ -inch manila or cotton rope (clothesline); twine suitable for whipping. (May be issued in class).

Procedure. Group method.

1. Introduction.

- a. Importance of speed and accuracy in tying knots and lashings.
- b. Brief description of various uses of knots and lashings.

2. Demonstration and application.

a. Definitions.

(Knot, bend, hitch, splice, lashing, whipping).

b. Whipping both ends of practise ropes

c. Overhand knot.

d. Figure of eight knot.

e. Square knot.

f. Granny knot.

g. Thief knot.

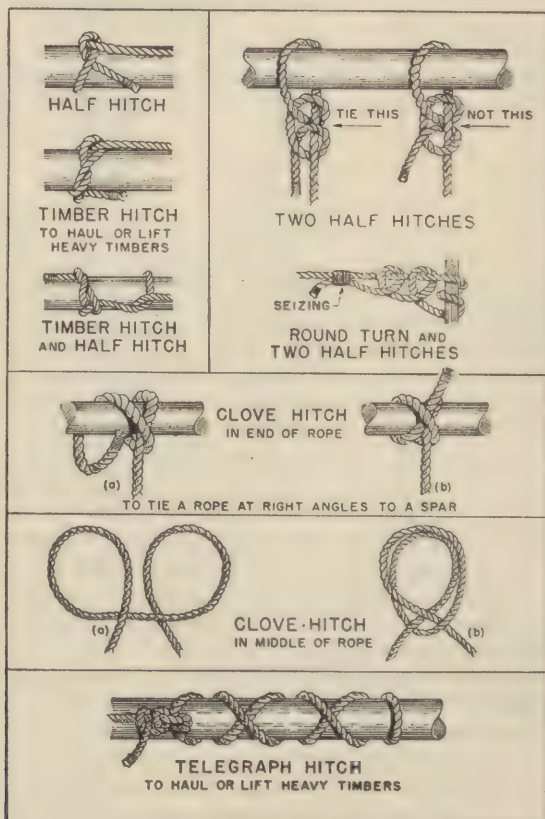


Chart No. 48

KNOTS AND LASHINGS

Second Period: One Hour

Place. Classroom or instructional area.

Text References. FM 21-105, Sec. III.

Instructional Aids.

Personnel. Officers—one (Instructor in charge). Assistant instructors—one for each six enlisted men.

Equipment. Use Charts No. 48, 49 and 50; 36 inch length of $\frac{3}{8}$ -inch manila or cotton rope (clothesline); 10 to 20 foot lengths of $\frac{1}{4}$ to 1 inch manila; short lengths of sapling 4 to 5 inches in diameter.

Individual Equipment. Practise ropes from first period; short lengths of sapling 2 to 3 inches in diameter.

Procedure. Group method.

1. Review definitions and knots learned in previous period.

2. Demonstration and application.

- a. Single sheet bend.
- b. Double sheet bend.
- c. Two half hitches.
- d. Round turn and two half hitches.
- e. Fisherman's bend.
- f. Clove hitch.
- g. Timber hitch.
- h. Timber hitch and half hitch

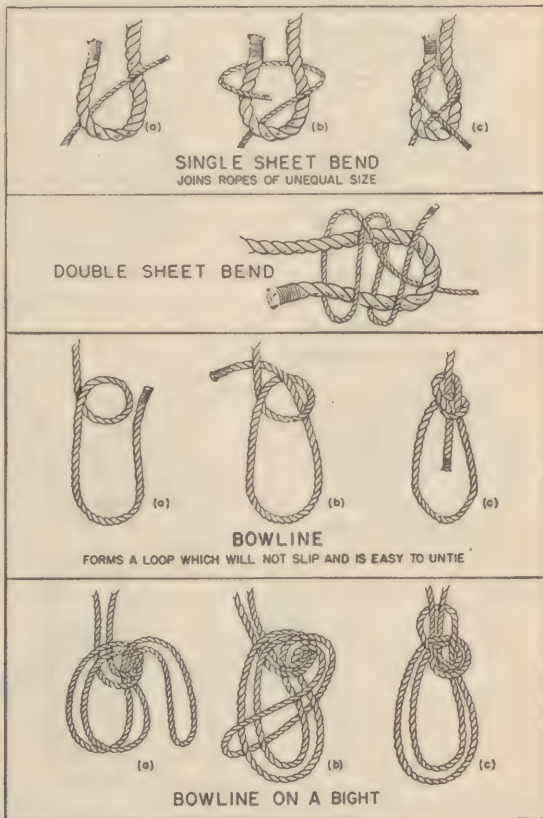


Chart No. 49

KNOTS AND LASHINGS**Third Period: One Hour**

Place. Classroom or instructional area.

Text References. FM 21-105, Sec. III.

Instructional Aids.

Personnel. Officers—one (Instructor in charge); Assistant instructors—one for each six enlisted men.

Equipment. Use Charts No. 47, 48, 49, 50, and 51; 36 inch length of $\frac{3}{8}$ -inch manila or cotton rope (clothesline); 10 to 20 foot length of $\frac{3}{4}$ to 1 inch manila; one barrel, keg, or box; one hook.

Individual Equipment. Practise ropes; Short lengths of sapling 2 to 3 inches in diameter.

Procedure. Group method.

1. Review definitions and knots learned in previous periods.

2. Demonstration and application.

a. Hawser bend.

b. Telegraph hitch.

c. Bowline.

d. Bowline on a bight.

e. Running bowline.

f. Blackwall hitch.

g. Sling for barrel (horizontal).

h. Sling for barrel (vertical).

i. Sheepshank.

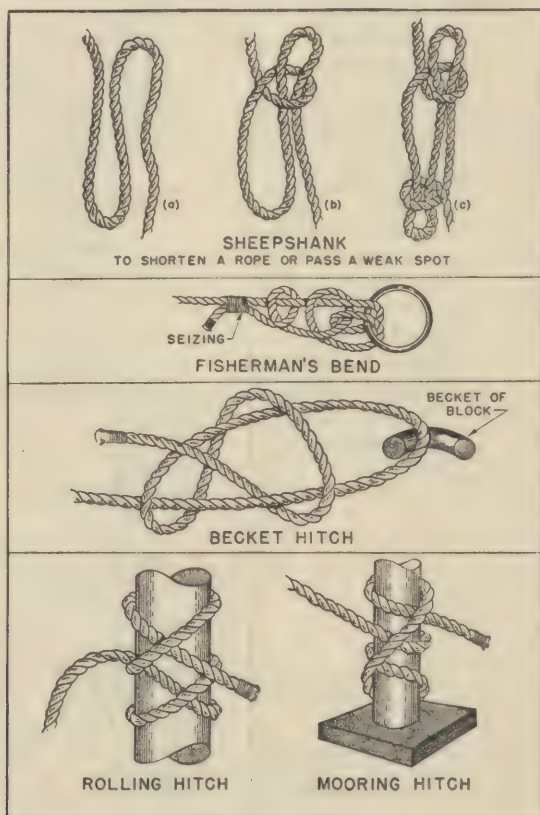


Chart No. 50

KNOTS AND LASHINGS**Fourth Period: One Hour**

Place. Instructional area.

Text References. FM 21-105, Sec. III.

Instructional Aids.

Personnel. Officers—one (instructor in charge); Assistant instructors—one for each six enlisted men.

Equipment. Use Charts No. 50 and 51; 36 inch length of $\frac{3}{8}$ -inch manila or cotton rope (clothesline); 10 to 20 foot length of $\frac{1}{4}$ to 1 inch manila; 3 tent pins, long; block and tackle.

Individual Equipment. 36 inch length of $\frac{3}{8}$ -inch manila or cotton rope (clothesline).

Procedure. Group method and demonstration.

1. Demonstration and application.

a. Catspaw.

b. Rolling hitch.

2. Demonstration.

a. Lashing for shears.

b. Lashing for square.

c. Lashing for tripod.

d. Holdfast (three stakes)

e. Deadman.

f. Block and tackles (various applications and principles).

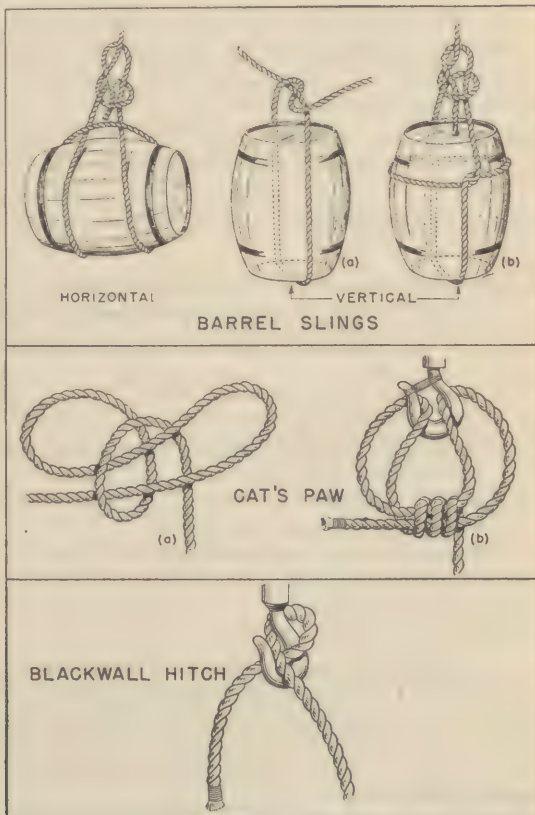


Chart No. 51

INDIVIDUAL SECURITY, SCOUTING AND PATROLLING, USE OF COVER AND CONCEALMENT

Purpose and Scope. The purpose of this instruction is to teach Medical Department personnel, especially those assigned to field units, how to operate by night or day over varied types of terrain, and near or within the enemy position. Since the principles of scouting and patrolling, individual security, and the use of cover and concealment are closely allied to the activities of medical soldiers supporting units engaged in village fighting, two hours' instruction on such material has been included in this course.

The character of this duty requires a high degree of training in concealment, movement, and observation. Without this training, casualties within the Medical Department would be numerous and, consequently, the first aid treatment of the wounded would suffer.

The scope covers the methods used for training individuals and groups of individuals in the principles upon which their operations are based.

Actual Time Allotted. 16 hours.

Text References. FM 7-10; FM 7-20; FM 8-10; FM 21-26; FM 21-45; FM 21-100; FM 100-5; Training Bulletin GT-3, Conference Course, Infantry School; TC 41, WD 1943; TF 7-234; TF 7-275; TF 7-1061.

Methods of Instruction. Lecture, Conference, Demonstration, and Application.

Standards of Proficiency Each enlisted man must be able to:

1. Recognize and use the military terms for features of the terrain.
2. Orient a map by compass, inspection, by watch and sun or by the North Star.
3. Understand conventional signs.
4. Evaluate ground forms from a map study.
5. Locate his own and other locations on a map.
6. Use the compass (both day and night).
7. Write messages.
8. Use cover and concealment.
9. Function with reconnaissance and combat patrols.
10. Observe accurately.
11. Act as a messenger.

INDIVIDUAL SECURITY, SCOUTING AND PATROLLING, * USE OF COVER AND CONCEALMENT (Introduction, Scouting and Patrolling by Day)

First Period: One Hour

Place. Classroom.

Text References. FM 7-10, par. 158; FM 21-100, Chap. 13; Training Bulletin GT-3, Conference Course, Infantry School; FM 21-75, Chap. I and II.

Instructional Aids.

Equipment. TF 7-1061 (running time 36 min.).

Procedure. Lecture and Demonstration.

1. Introduction. (4 minutes).
 - a. Define individual security, cover and concealment, and scouting and patrolling.
 - b. Discuss importance that each bears to medical soldier.
2. Scouting and Patrolling by Day. (10 minutes).
 - a. Protection afforded by natural and artificial features, e.g., ridges, stream lines, undergrowth, woods, buildings, entrenchments, shell holes, and camouflage.
 - b. Selection and use of covered routes of evacuation by medical personnel.
 - c. Signals used by scouts and patrols.
3. Show Training Film. TF 7-1061, Daylight Reconnaissance Patrol.

**INDIVIDUAL SECURITY, SCOUTING AND PATROLLING,
USE OF COVER AND CONCEALMENT**

(Tactical Walk)

Second Period: Two Hours

Place. Field.

Text References. FM 21-26, Sec. VI; FM 21-25, Sec. VI, VII, VIII.

Instructional Aids.

Personnel. 6 men to assist in map reading phase.

Equipment. Maps or aerial photographs of the area.

Procedure. Demonstration and Application.

1. Prior reconnaissance of area by instructor.
 - a. Select area of varied terrain.
 - b. Select control points where important features of the terrain will be pointed out.
2. The men should observe their maps while proceeding through the area.
 - a. Note how ground form is represented on the map.
 - b. Keep map oriented (by inspection).
 - c. The men should be able to locate on the map any features indicated by the instructor on the ground.
 - d. The men should know their own location on the map at all times.
3. The instructor should point out, name, describe, and have the men examine various terrain features, e.g., ridges, saddles, peaks, crests, slopes (abrupt and gentle), cliffs, cuts, bluffs, valleys, ravines, draws, stream banks (indicate left and right), culverts, road fills, cross roads, road junctions, undergrowth, woods, clearings, skyline or horizon, etc.
4. Instructor should lead men along a covered route pointing out defilade and concealment as factors offering protection.

**INDIVIDUAL SECURITY, SCOUTING AND PATROLLING,
USE OF COVER AND CONCEALMENT**

(Scouting and Patrolling)

Third Period: Three Hours

Place. Field.

Text References. FM 21-75, pars. 8-10, 25, 35-43.

Instructional Aids.

Personnel. 8 men as demonstrators and assistant instructors.

Procedure. Demonstration, Application, and Correction of Errors. Break this period into two parts. The first part is to consist of training the men in the essentials of traversing a course under hostile observation. The second part is to consist of the actual traversing of a course as though under enemy observation.

1. The following procedures should be demonstrated by the demonstrators; have student execute procedures demonstrated; correct errors:
 - a. Creeping.
 - b. Crawling.
 - c. Rolling.
 - d. Correct method of dropping to, and rising from, the ground.
 - e. Methods of observing.
 - f. Crossing obstacles.
 - (1) Trenches.
 - (2) Ditches.
 - (3) Open spaces (woods and fields).
 - (4) Wire.
2. Demonstrators proceed over course (100-200 yards) which is so arranged as to present opportunity to employ above procedures. Students observe and then proceed through the course in groups of convenient size. Correct errors on the spot.

**INDIVIDUAL SECURITY, SCOUTING AND PATROLLING,
USE OF COVER AND CONCEALMENT**

(Scouting and Patrolling)

Fourth Period: Three Hours

Place. Scouting and Patrolling Course.

Text References. All previous references.

Instructional Aids.

Personnel. 8 men as assistant instructors.

Equipment. As indicated in procedure.

Procedure. Application. This period should be conducted on a specially prepared course some 200-400 yards long. The end of the course should be visible from the starting point. Various terrain features should be present, such as scattered undergrowth, open spaces, small draws, road, fences, woods, and ditches or trenches. Dummies representing wounded soldiers and machine guns should be advantageously placed along the course. Assistant instructors should be so located as to observe students and correct errors. Particular note should be made as to how the students employ cover and concealment, creeping, crawling, proper

avenues of approach, how they cross obstacles, and how they fall to and rise from the ground.

The course may be arranged so that several avenues of approach are possible. In this manner, several groups of students may be dispatched simultaneously from different starting points.

If time permits each individual should go through the course more than once, employing different routes.

On completing the course the students should be required to submit a list of an approximate number of dummy machine guns and wounded soldiers and important terrain features. This "number" should be definite, depending on the set-up of the course and the terrain used, in order to establish a certain standard. Every effort should be made to make the course appear realistic.

INDIVIDUAL SECURITY, SCOUTING AND PATROLLING. USE OF COVER AND CONCEALMENT

(Use of Cover and Concealment)

Fifth Period: One Hour

Place. Classroom.

Text References. FM 7-10, Chap 6, Sec. IV; FM 21-75, Chap. 2, Sec. I; FM 21-100, pars. 222, 223, 225; FM 5-20A.

Instructional Aids.

Equipment. TF 7-234 (running time 18 min.).

Procedure. Conference and Demonstration.

1. Definition.
 - a. Concealment.
 - b. Cover.
2. Concealment.
 - a. Purpose.
 - b. What to conceal—movement, reflection of light, colors, regular outlines, changes in terrain.
 - c. Methods.
 - (1) Use of natural and artificial materials.
 - (2) Choice of position or routes.
 - (3) Use of shade and shadow.
 - (4) Dispersion.
3. Cover: Trees, rocks, ditches, embankments, fox holes, shell holes, and trenches.

Discuss how such cover can best be used and stress the importance of realizing the necessity for such protection, the constant training in finding and using both cover and concealment.

4. Training Film 7-234, "Use of Natural Cover and Concealment."

**INDIVIDUAL SECURITY, SCOUTING AND PATROLLING,
USE OF COVER AND CONCEALMENT**

(Patrolling at Night)

Sixth Period: One Hour

Place. Classroom.

Text References. FM 7-10, par. 36 and 158j; FM 21-75, Chap. 3.

Instructional Aids.

Equipment. TF 7-275 (running time 39 min.).

Procedure. Lecture and Demonstration.

1. Introduction—stress the following:
 - a. Importance to the medical soldier of knowing how to move in hostile territory in darkness.
 - b. Routes should be selected in daylight.
 - c. Aids in maintaining direction at night, e.g., stream courses, fences, roads, stars, prominent points on skyline.
 - d. Necessity for creeping, crawling, and walking silently.
 - e. Crossing or passing obstacles.
 - (1) Wire.
 - (2) Crossing trenches.
 - f. Strict black-out discipline.
 - g. Equipment checked for elimination of noise and reflection.
 - h. Proper action under flares.
2. Training Film 7-275. "Operations of a Reconnaissance Patrol at Night."

**INDIVIDUAL SECURITY, SCOUTING AND PATROLLING,
USE OF COVER AND CONCEALMENT**

(Methods of Individual Movement)

Seventh Period: One Hour

Place. Field.

Text References. FM 21-75, pars. 19-25.

Instructional Aids.

Personnel. 6 men as demonstrators.

Equipment. Pencil and paper for one-half the class.

Procedure. Demonstration and Application.

First portion of the period should consist of a demonstration of best methods of walking silently over various types of terrain, e.g., hard ground, soft ground, grass, rocky ground, underbrush, woods.

Demonstration should be followed by application with correction of errors.

Following the application divide the class into pairs; one member of the pair is to be blindfolded and paper and pencil placed near him. The other member of the pair attempts to approach and sign his name without being heard by his partner. Duties of the individuals in each pair should be rotated.

INDIVIDUAL SECURITY, SCOUTING AND PATROLLING, USE OF COVER AND CONCEALMENT

(Individual Security and Use of Cover and Concealment in Villages)

Eighth Period: One Hour

Place. Village combat area (barracks area may be used in lieu of combat village).

Text References. FM 100-5, Chap. 12, Sec. IV.

Instructional Aids.

Personnel. Platoon Infantry; company aid man; 2 litter squads.

Equipment. Normal platoon weapons. rocket launcher mortar, explosives, litters, medical pouches (if available).

Procedure. Conference and Demonstration.

1. Discuss the differences in individual security and use of cover and concealment:
 - a. In villages.
 - b. In the field.
2. Conference (15 minutes).
 - a. Discuss combat tactical considerations.
 - (1) Towns favor defense.
 - (2) Attacker seeks to isolate and by-pass towns.
 - (3) Strategic choice of towns.
 - (4) Concealment and cover.
 - (5) Effect of streets and alleys on movement and fire.
 - (6) Use of mechanized vehicles.
 - (7) Close support by aviation and artillery.
 - (8) Communication difficulty and decentralization of control.
 - (9) Mines and booby traps.
 - b. Discuss principles of medical support.
 - (1) Scattering of casualties in inaccessible areas.
 - (2) Difficulty of evacuation.
 - (3) Necessity of close medical support by company aid men.
3. Demonstration (30 minutes).
 - a. A reinforced infantry platoon attacking along one street of built-up area.
 - (1) Employment machine guns, rocket launchers, mortars, explosives.
 - (2) Particular emphasis to be placed on action of small groups and individuals, including improper action, and explosion of booby traps.
 - b. Medical support of platoon:
 - (1) Aid man exercising proper precautions in forward movement.
 - (2) Litter bearer squad, capabilities and limitations.
 - (3) Reading of markings left on buildings by infantry, denoting occupancy by or absence of enemy within.

**INDIVIDUAL SECURITY, SCOUTING AND PATROLLING,
USE OF COVER AND CONCEALMENT**

(Individual Security, Use of Cover and Concealment in Villages)

Ninth Period: One Hour

Place. Village combat area.

Text References. TC 41, WD 1943.

Instructional Aids.

Personnel. All unit instructors.

Equipment. Sufficient litters to allow one for each 4 men of 25 % of class.

Individual Equipment. Medical pouches, strip packs.

Procedure. Application. This period to be controlled by well located unit instructors.

1. Send entire group through village as individuals representing company aid. Break class into waves of small enough numbers to permit reasonable observation and correction of errors by unit instructors.
2. Divide the class into two groups.
 - a. Locate half the class where they can observe the action of the other half.
 - b. Divide remainder of class into company aid men and 4-man litter bearer squads.
 - c. Explain briefly the problem.
 - d. Start wave of company aid men through, in support of simulated infantry.
 - e. Unit instructors to designate casualties among those not exercising proper precautions in movement.
 - f. Succeeding company aid men to "treat," and litter bearers to evacuate casualties.
 - g. Instructor to point out proper and improper actions to class (spectators).
3. Repeat, using remainder of class.

**INDIVIDUAL SECURITY, SCOUTING AND PATROLLING,
USE OF COVER AND CONCEALMENT**

(Review)

Tenth Period: Two Hours

Place. Scouting and Patrolling Course.

Text References. All previous references.

Instructional Aids.

Personnel. 8 men as assistant instructors.

Equipment. That used in Scouting and Patrolling Course as described in Fourth Period.

Procedure. Application.

This review should, in the main, be a repetition of the Fourth Period, with the exception that the students go through the course immediately and the men do no demonstrating. Close observation is maintained by the assistant instructors along the course and strict correction of errors should be employed. The period should be used as a training inspection and the students should be sent through the course as many times as time permits. Realism should be attempted in every way possible, e.g., by having the assistants fire blank ammunition when one of the students in their vicinity exposes himself unduly or makes too much noise.

HASTY ENTRENCHMENTS AND SHELTER

(Field Fortifications and Camouflage)

Purpose and Scope. The purpose of this instruction is to train Medical Department personnel, especially members of tactical units, in the use of various types of hasty entrenchments and shelter, both artificial and natural, which are of value in the protection of the individual and unit installation. Also demonstrate the use of unit entrenching tools and the times required to entrench in various types of soil that will be encountered in the various theatres. The instruction also covers the methods of camouflage of installations and vehicles.

Actual Time Allotted. 14 hours.

Text References. FM 5-15; FM 5-20, Sec. I-IV; FM 21-75; TM 5-267; TC No. 9, WD 5-961; Intelligence Bulletin, Vol. I, Number 2, October 1942 and Vol. I, Number 3, November 1942. Pamphlet "Fighting on Guadalcanal."

Methods of Instruction. Conference, Demonstration and Application.

Standard of Proficiency. Each enlisted man to have a general and practical knowledge of protective concealment as applicable to the protection of the Medical Soldier, the medical unit, medical equipment and several types of medical transportation. He should know how to provide with tools available, initial hasty shelter for himself and casualties under fire, and how to apply this knowledge depending on the type of terrain. He must know how to conceal himself, his vehicle and weapon, how to live and move in terrain which is under hostile observation or fire.

HASTY ENTRENCHMENTS AND SHELTER

(Field Fortifications and Camouflage)

First Period: One Hour

Place. Classroom or theatre.

Text References. FM 5-15, Sec. I, VIII, and IX; FM 5-20, Sec. I-IV; FM 21-75.

Instructional Aids.

Equipment. Use Chart No. 52.

Procedure. Conference.

1. Discuss briefly the use of hasty entrenchment by the infantryman and company aid man.
2. Discuss and illustrate the standard types of hasty entrenchments, especially foxholes, shell holes and trenches, and the protection they afford the individual enlisted man against tanks, mechanized and air attacks.
3. Discuss the different kinds of shelter, natural and artificial, suitable for aid and collecting stations.
4. Define camouflage.
5. Discuss means of observation.
 - a. Direct or visual.
 - b. Indirect or recorded (Aerial photographs).
6. Discuss camouflage and aerial photographs.

7. **Methods of camouflage.**
 - a. Hiding.
 - b. Blending.
 - c. Deceiving.
 8. Fundamental requirements for successful camouflage.
 9. Camouflage materials.
 - a. Natural.
 - b. Artificial.
 10. Methods of camouflaging:
 - a. Aid stations.
 - b. Collecting stations.
 - c. Vehicles.
 11. Camouflage practice.
- Note.** Imperative that each individual read assignment FM 21-45 prior to attendance at class.

HASTY ENTRENCHMENTS AND SHELTER

(Field Fortifications and Camouflage)

Second Period: Two Hours

Place. Classroom or theatre.

Text References. TF 5-645, 5-646, 5-648, 5-649, 5-961; FM 21-75, Intelligence Bulletin Vol. I, Number 3, November 1942, pages 63-80. This Bulletin is an excellent reference for the subject). TC No. 52, WD Aug. 1942.

Instructional Aids.

Equipment. TF 5-645 (10 min.), 5-646 (11 min.), 5-640 (13 min.), 5-649 (10 min.), and 5-961 (30 min.).

Procedure. Training Films, Conference and Quiz to include:

1. Bivouacs.
2. Vehicle concealment.
3. Weapon concealment.
4. Camouflage discipline.
5. Changes in terrain.
6. Maintenance of camouflage.
7. "Don'ts" in camouflage.
8. Explain why tracks show clearly in the grass.

Note. This period to consist of two fifty-minute classes preferably run consecutively to maintain continuity of thought and instructional material.

HASTY ENTRENCHMENTS AND SHELTER

(Field Fortifications and Camouflage)

Third Period: Three Hours

Place. Field.

Text References. FM 5-15, Par. 42; FM 5-20, Pars. 8-16; FM 21-75.

Instructional Aids.

Personnel. Six demonstrators.

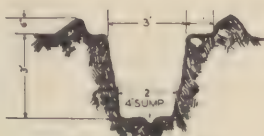
Equipment. Use Chart No. 52. Aid Station Equipment. Pioneer Equipment if available.

Transportation. Three ambulances.

Procedure. Demonstration.

1. Demonstrate the following hasty entrenchments.
 - a. Fox holes.
 - b. Shell holes, unimproved and improved.
 - c. Slit trenches, for personnel and casualties.

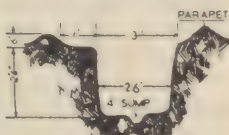
PLANS AND MEASUREMENTS FOR HASTY ENTRENCHMENTS



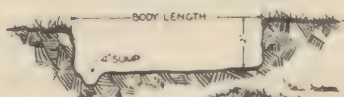
FOX HOLE
STANDING TYPE



SPIDER FOX HOLE



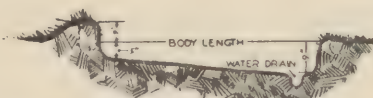
FOX HOLE
KNEELLING TYPE



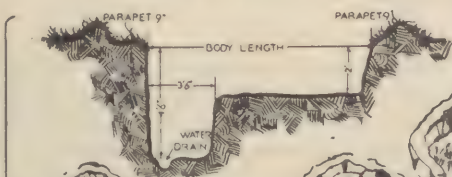
SLIT TRENCH



FOX HOLE
SITTING TYPE

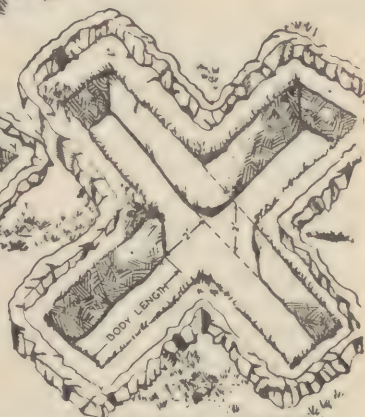


SKIRMISH TRENCH



**CHEVRON
TRENCH**

PARAPET SURROUNDING
ENTIRE AREA OF BOTH
CHEVRON & CROSS TRENCH



CROSS TRENCH
SAME DIMENSIONS AS CHEVRON TRENCH

- d. Skirmisher trench. If soil is suitable have each man dig one with the various means at hand such as mess gear, helmet, axe, entrenching shovel or canteen cup.
- e. Hasty and deep trenches. After demonstrating the entrenchments, have a demonstrator enter each of them and show the protection each affords against tanks, mechanized and air attacks. Demonstrate the protection afforded by natural features such as ditches, culverts, embankments, mounds, woods, rocks, holes, etc.
2. Demonstrate an aid station not camouflaged.
3. Demonstrate the same aid station camouflaged with natural materials.
4. Demonstrate several vehicles parked along a road not camouflaged—closed-up.
5. Demonstrate three ambulances parked close together and not camouflaged.
6. Demonstrate three ambulances properly dispersed and camouflaged with natural material.

HASTY ENTRENCHMENTS AND SHELTER

(Field Fortifications and Camouflage)

Fourth Period: Four Hours

Place. Field.

Text References. Same as first period.

Instructional Aids.

Personnel. Organize a battalion medical section plus ten patients.

Equipment. Aid station equipment.

Individual Equipment. Medical pouches (belts).

Procedure. Practical Exercise. The battalion medical service in the attack.

1. First Phase of Demonstration. Demonstrate the actions of several company aid men, advancing by bounds, tagging and rendering emergency treatment to the wounded and using natural shelter for their protection and protection of the wounded. The location of the wounded to be identified by placing the wounded man's headgear on a stick or by tying a piece of bandage to the branch of a nearby tree or bush.
2. Second Phase of Demonstration. Demonstrate four litter bearer squads, two at close formation and two at extended formation, each using separate routes from the aid station to the front line. One squad to demonstrate the wrong way of using sheltered routes, the second to cross a shelled area in close formation, the third in extended formation using all available shelter and the fourth in extended formation advancing by bounds.
3. Third Phase of Demonstration. Demonstrate the battalion aid station established in a wooded area where camouflage is not required, then have the aid station advance a short distance; establish in the open and camouflage with natural material. Demonstrate a method of camouflaging litter cases awaiting evacuation to a collecting company.

HASTY ENTRENCHMENTS AND SHELTER

(Field Fortifications and Camouflage)

Fifth Period: Four Hours**Place.** Field.**Text References.** Same as fourth period.**Instructional Aids.****Personnel.** 12 patients.**Equipment.** Battalion aid station equipment.**Individual Equipment.** Medical soldier's field equipment.**Procedure.** Practical Exercise. The battalion medical service in the attack.

1. Prepare a simple exercise in which company aid men advance by bounds using natural shelter for themselves and the wounded. The wounded to be treated and placed in sheltered areas. The litter bearers to cross sheltered areas, pass obstacles and use all available cover and concealment.
2. The aid station to establish initially using a well sheltered site and to advance and establish where camouflage is necessary.
3. The truck to be parked where protective concealment is and is not necessary.
4. The last half hour to be reserved for a discussion and oral quiz on the conduct of the exercise.

HAND TO HAND COMBAT

Purpose and Scope:

1. To give the medical soldier ability to defend himself against armed or unarmed foes.
2. To give the medical soldier confidence in his ability to overcome an enemy who may attack him or the casualties under his care.
3. To increase the physical agility, endurance, mental alertness and speed of reflexes.
4. To impress upon the soldier, that in hand to hand combat, sportsmanship has no place; Marquis of Queensberry rules have no bearing, and that a trained opponent is never beaten until he is physically incapable of fighting back.

Hand to hand combat training must include a considerable amount of instruction and practice in offensive action. Defense cannot be sharply separated from offense; offense is an integral part of all defensive action in close combat. The rules of land warfare provide that medical department personnel shall not be deprived of the protection of the Geneva Convention by the fact "that the personnel of a formation or establishment is armed and uses its arms in self defense or in the defense of its wounded and sick." Whenever and wherever the enemy may disregard the Geneva Convention rules of land warfare, medical department personnel may be required to defend themselves and their sick and wounded. Therefore, Medical Department personnel should be well trained in hand to hand combat.

Actual Time Allotted. 8 hours.

Text References. FM 21-150, FM 23-25, TF 629-1027, Infantry School Training Bulletin No. GT-10, 1 Dec. 1942, "Disarming and Hand to Hand Combat," Sec. I.

Methods of Instruction. Explanation, Demonstration, Group Performance.

Instruction in hand to hand combat will routinely be given by the group method, the enlisted men being divided into teams of two (one attacker, one defender) from regular physical training formations. The size groups to be instructed at any one time is limited only by the student's ability to hear and see the demonstrators and chief instructor, the number of assistant instructors, and the availability of equipment such as bayoneted rifles, pistols, knives, etc. These articles of equipment may be improvised from wooden simulations, however, the element of realism is lost thereby and efforts should be untiring to obtain the real items.

Instruction should be conducted with an absolute minimum of necessary explanation, a moderate amount of demonstration and a maximum amount of application.

The chief instructor should explain clearly and concisely each attack and defense maneuver, demonstrators should execute the maneuver once (rapidly) to show its effectiveness, and repeat (slowly) so students may observe the individual movements.

All instructors must be thoroughly familiar with the subject matter and there must be available at least two well trained demonstrators

who possess above average physical coordination. Prior to each period, sufficient time must be utilized for rehearsals of the instructor with the demonstrators in order that a perfectly smooth performance is rendered at each training session. Demonstrators should enact their parts in a very realistic, personal manner, displaying aggressiveness and utilizing grunts, groans, grimaces and facial contortions to exhibit hate, lust to kill, fear, pain, and collapse. Students will be required to do likewise.

Periods of 30 minutes length are desirable. Early in the course, to avoid confusion, not more than three (3) holds or movements should be taught in one 30 minute period. Instruction may be indoor or outdoor and uniform should be simple fatigues, initially, gradually increasing equipment to include strip packs and medical equipment.

Additional time may be gained for training in hand to hand combat by utilizing a portion of physical training time. Encourage men to practice during their spare time. Dummies of Axis soldiers complete with head, arms and legs, should be located and maintained throughout the training area in sufficient numbers to allow full-powered, unrestricted individual practice with no "punches pulled." Dummies are especially useful for training and gaining power in the incapacitating strokes and movements.

Standards of Proficiency. Each soldier to possess:

1. Instinctive ability to defend himself against wrestling and strangulation holds, knife, sword, club, pistol and bayonet armed opponent.
2. Ability to quickly and surely disarm an enemy and use the enemy's weapon against him.
3. Ability to incapacitate an enemy with bare hands.

HAND TO HAND COMBAT

(Training Film)

First Period: One Hour

Place. Classroom or Theater.

Text References. None.

Instructional Aids.

Equipment. TF 629-1027, "Hand to Hand Combat" (running time 48 min.).

Procedure. 1. Instructor should introduce film, briefly, pointing out the life saving importance.

2. Show TF 629-1027.

3. Instructor should tell class that they will have an opportunity, in the near future, to learn all they have just seen.

HAND TO HAND COMBAT

(Basic Principles)

Second Period: One-half Hour

Place. Physical Training Area.

Text References. FM 21-150, Sec. II; Infantry School Training Bulletin No. GT-10, 1 Dec 1942, Disarming and Hand to Hand Combat, Sec. I.

Instructional Aids.

Personnel. Instructor, assistants, demonstrators.

Procedure. Conference Demonstration, Group Performance. The class is formed as for a regular physical training period, alternate columns are faced toward each other, even numbered columns uncover and odd numbered columns remain covered (for identification purposes). It is well to arrange individuals within columns in such a manner that medium sized men will be opposing large men and that small men oppose men of average size. This arrangement will tend to increase confidence in the smaller men in that they find they can effectively deal with much larger opponents.

1. a. Instructor explains very briefly the general principle of balance, illustrating his description by proper action of demonstrators (one demonstrator assuming proper position of balance, other demonstrator attempting to dislodge him by pressure to rear, left and right and pull toward front).
- b. Applicatory phase. Odd numbered columns assume balanced position, even numbered columns vigorously attempt to dislodge their partners as previously demonstrated. Repeat alternating attacker and defender.
2. Repeat No. 1 above for:
 - a. Use of internal oblique muscles.
 - b. Utilization of opponent's momentum or strength.
 - c. Attack of opponents weak spot with maximum of power.
 - d. Major and minor operations.
3. Instructor to emphasize that in hand to hand combat the only goal is to win, that it is a life and death matter and that any means to render a foe physically unable to fight back is desirable and indispensable.

HAND TO HAND COMBAT

(Body Holds)

Third Period: One-half Hour

Place. Physical Training Area.

Text References. FM 21-150, Sec. IV, Infantry School Training Bulletin No. GT-10, 1 Dec 1942, Disarming and Hand to Hand Combat, Sec. V.

Instructional Aids.

Personnel. Instructor, assistants, demonstrators.

Procedure. Same formation as second period.

1. a. Instructor explains very briefly one method of escape from an underarm front body hold. Demonstrators illustrate the maneuvers at normal speed and repeat in slow motion while the instructor again explains the movements, concurrently with the action.
- b. Applicatory phase (maximum time allotted to this phase). The covered men become attackers and vigorously apply the underarm front body hold. The uncovered men aggressively break the hold using the correct method. Assistant instructors, circulate, rendering additional instruction and correcting errors.

The uncovered men are designated as attackers, the covered men break the hold.

Repeat two or more times, alternating attackers and defenders.

2. Repeat 1a and b above for:
 - a. One escape from overarm front body hold.
 - b. One escape from underarm rear body hold.

HAND TO HAND COMBAT (Choke and Strangulation Holds)

Fourth Period: One-half Hour

Place. Physical Training Area.

Text References. FM 21-150, Sec. V, Infantry School Training Bulletin No. GT-10, 1 Dec. 1942, Sec. V.

Instructional Aids.

Personnel. Instructor, assistants, demonstrators.

Individual Equipment. Pistol belts.

Procedure. Same method of presentation as for the third period; "Hand to Hand Combat." Cover:

1. One escape from two handed front choke.
2. One escape from two handed rear choke.
3. One escape from one arm rear strangle.

HAND TO HAND COMBAT (Review)

Fifth Period: One-half Hour

Place. Physical Training Area.

Text References. All previous references.

Instructional Aids.

Personnel. Instructor, assistants, demonstrators.

Individual Equipment. Strip pack and pistol belt (less canteen).

Procedure. 1. Class is formed as for previous training in hand to hand combat. Covered men are designated as attackers, uncovered as defenders and are directed to practice one escape from underarm rear body hold. Many will have forgotten the exact movements in applying the hold and escape therefrom. Allow practice, initially, only long enough to impress the class with the ease with which movements are forgotten without sufficient practice to make the movements instinctive.

A demonstration is then given in slow motion showing the correct individual movements. Class is then directed to practice movements demonstrated, alternating attackers and defenders. Assistant instructors circulate, advise, instruct and correct errors.

2. Demonstrate and give opportunity to practice each of following:
 - a. One escape from underarm front body hold.
 - b. One escape from overarm front body hold.
 - c. One escape from two-handed front choke.
 - d. One escape from two-handed rear choke.
 - e. One escape from one arm rear strangle.

HAND TO HAND COMBAT

(Knife and Sword)

Sixth Period: One-half Hour

Place. Physical Training Area.

Text References. FM 21-150, Sec. VIII. Infantry School Training Bulletin No. GT-10, 1 Dec. 1942, Sec. III.

Instructional Aids.

Personnel. Instructor, assistants, demonstrators.

Equipment. Knives and swords for half the class. Knives may be simulated using shelter tent pins, swords by using laths.

Procedure. Follow the same method of presentation as for the third period of training in "Hand to Hand Combat." Cover:

1. One defense for downward stroke of knife.
2. One defense for upward stroke of knife.
3. One defense for downward sword cut.
4. One defense for sword lunge.

HAND TO HAND COMBAT

(Club)

Seventh Period: One-half Hour

Place. Physical Training Area.

Text References. FM 21-150, Sec. IX.

Instructional Aids.

Personnel. Instructor, assistants, demonstrators.

Equipment. Clubs, complete with thong, for half the class.

Individual Equipment. Strip pack.

Procedure. Follow the same method of presentation as for the third period of "Hand to Hand Combat." Cover:

1. Sufficient technique of the use of the club as will enable attackers to present a real threat to the defenders.
2. One defense for downward blow of club.
3. One defense for side stroke of club.
4. One defense for reverse stroke of club.

HAND TO HAND COMBAT

(Review)

Eighth Period: One-half Hour

Place. Physical Training Area.

Text References. All previous references.

Instructional Aids.

Personnel. Instructor, assistants, demonstrators.

Equipment. Knives, swords and clubs for half the class.

Individual Equipment. Leggings, strip pack, pistol belt (less canteen).

Procedure. Follow the method of presentation for the fifth period, review of "Hand to Hand Combat." Cover all maneuvers to date:

1. Escape from the three body holds.
2. Escape from chokes and strangle holds.
3. Defense against knife.
4. Defense against sword.
5. Defense against club.

HAND TO HAND COMBAT

(Pistol)

Ninth Period: One-half Hour**Place.** Physical Training Area.**Text References.** FM 21-150, Sec. X. Infantry School Training Bulletin No. GT-10, 1 Dec 1942, Sec. IV.**Instructional Aids.****Personnel.** Instructors, assistants, demonstrators.**Equipment.** Pistols for half the class.**Individual Equipment.** Field equipment less medical pouches, less canteens.**Procedure.** 1. Follow the method of presentation as for the third period of "Hand to Hand Combat." Cover:

- a. One defense for pistol in front, right or left hand.
 - b. One defense for pistol in back, right or left hand.
2. If it is found that the subject matter above does not adequately occupy the time allotted, the remaining time may be utilized for review as in period eight.

HAND TO HAND COMBAT

(Bayonet Training)

Tenth Period: One-half Hour**Place.** Bayonet Training Area.**Text References.** FM 23-25, Sec. II.**Instructional Aids.****Personnel.** Instructor, assistants, demonstrators.**Equipment.** Bayoneted rifles for half the class.**Procedure.** 1. The reason for giving training in the combat use of the bayoneted rifle is two fold:

- a. To give the enlisted men ability in the proper use of a bayoneted rifle that they may have taken from a foe who has chosen to attack medical personnel at close range.
 - b. To give the attackers sufficient skill in the use of the bayonet to present a real threat to the defenders and require the defenders to extend themselves in order to disarm the attackers.
2. Following the method of presentation as for the third period cover the following:
- a. Basic thrusts, slashes and strokes of the bayoneted rifle.
 - b. Each enlisted man should proceed through the bayonet course, at least once.

HAND TO HAND COMBAT

(Bayonet)

Eleventh Period: One-half Hour**Place.** Physical Training Area.**Text References.** FM 21-150. Sec. XI. Infantry School Training Bulletin No. GT-10, 1 Dec. 1942, Sec. II.**Instructional Aids.****Personnel.** Instructors, assistants, demonstrators.**Equipment.** Bayoneted rifles and bayonet scabbards for half the class.

- Procedure.** Following the method of presentation as for the third period "Hand to Hand Combat," cover the following: (In all training in defense against bayonets the scabbard will be covering the bayonet.)
1. One defense against long thrust with bayoneted rifle.
 2. One defense against short lunge with bayoneted rifle.
 3. Counters to above methods of disarming.

HAND TO HAND COMBAT

(Bayonet)

Twelfth Period: One-half Hour

Place. Physical Training Area.

Text References. Infantry School Training Bulletin No. GT-10, Sec. II.

Instructional Aids.

Personnel. Instructor, assistants, demonstrators.

Equipment. Same as for eleventh period.

Individual Equipment. Full field equipment (strip pack).

Procedure. Following the method of presentation as for the third period of "Hand to Hand Combat," cover the following:

1. Defense against vertical butt stroke.
2. Defense against horizontal butt stroke.
3. Defense against smash to head.
4. Defense against slash with bayonet.

HAND TO HAND COMBAT

(Incapacitating an Opponent)

Thirteenth Period: One-half Hour

Place. Physical Training Area.

Text References. FM 21-150, Sec. XV. Infantry School Training Bulletin No. GT-10, 1 Dec. 1942, Sec. I.

Instructional Aids.

Personnel. Instructors, assistants, demonstrators.

Equipment. Dummy complete with head, arms and legs, dressed in Axis uniform.

Procedure. Following the general method of presentation as in the third period of "Hand to Hand Combat," cover the incapacitating blows listed below.

Demonstrators and students in performing this phase of training must "pull their punches" while working with partners. The instructor should demonstrate on the dummy the strokes and blows delivered with full power.

The students should be encouraged to concentrate on learning technique while in class, and practice "for effect" on the dummies profusely scattered throughout their area.

Include the:

1. Kidney stroke against low attack.
2. Occipital stroke against low attack.
3. Clavicle stroke.
4. Simple front choke.
5. Simple rear choke.

HAND TO HAND COMBAT

(Incapacitating an Opponent)

Fourteenth Period: One-half Hour

Place. Physical Training Area.

Text References. Same as for thirteenth period.

Instructional Aids.

Personnel. Instructors, assistants, demonstrators.

Equipment. Dummies.

Procedure. Following the method of presentation for period thirteen,

"Hand to Hand Combat," cover:

- | | |
|-------------------|---------------------------------|
| 1. Nerve pinches. | 4. Celiac plexus stroke. |
| 2. Eye stroke. | 5. Knee blow and kick to crotch |
| 3. Nose stroke. | (testicles). |

HAND TO HAND COMBAT

(Review)

Fifteenth Period: One-half Hour

Place. Physical Training Area.

Text References. All previous references.

Instructional Aids.

Personnel. Instructors, assistants, demonstrators.

Equipment. That needed for action to be covered.

Individual Equipment. Field equipment (strip packs).

Procedure. Following the method of presentation for fifth period, cover a review of the training in "Hand to Hand Combat," in which the class is most inept. Requests from the class for additional instruction in some phase may indicate what subjects should be covered during this period.

This period may be utilized for a practical quiz, calling on members of the class at random, to demonstrate before the class the maneuvers taught during the course.

DEFENSE AGAINST AIR AND PARACHUTE ATTACK

Purpose and Scope. The purpose of this course is to teach the passive means of defense against Aircraft and air attacks, and to teach recognition of the principal types of friendly and hostile aircraft.

Time Allotted. 8 hours.

Text References. FM 30-30; FM 31-30; FM 1-5; FM 1-10; FM 100-5, Chap. VI, Par. 261-273; TM 3-330; TM 5-310; TC 73, WD 1941; TC 28 and 67, WD 1942; TC 67; WD 1943; TF 1-258; TF 1-259; TF 1-294; TF 1-373; TF 1-417 to 1-420, 1-423, 1-424, 1-426, 1-428 to 1-430, 1-432 to 1-435, 1-438 to 1-441, 1-443, 1-444, 1-619, 1-900, 1-912, 1-3302, 1-3303, 1-3600 to 3623, 1-3625, 1-3628, 1-3633; TF 1-751 to 1-755 incl.; TF 7-637; Infantry School TB 143; Identification Posters 500 to 517 incl., Division of Intelligence Training, AAF, Identification Unit.

Method of Instruction. Conference, Application, Demonstration, Training Film, Discussion.

Standards of Proficiency. Each student should know:

1. The nature of attack by aircraft against medical installations.
2. The nature of attack by parachute troops against medical installations.
3. The defense measures available to Med. Dept. troops against these attacks.
4. The nature of a combined air attack against ground objectives and defense measures against such attack.
5. The various types of operational aircraft used in combat.
6. How to identify aircraft as friendly or hostile.
7. Specific planes discussed and shown in eighth period.

Notes. During the instruction in recognition, posters, silhouettes, models, photographs and drawings or any other instructional aids available should be placed in locations where the men congregate. This would include the mess-hall, day-room, latrine and post exchange. These posters or other aids should be changed frequently to insure that interest is maintained.

The best source of instructional material for teaching recognition is the AAF School of Applied Tactics, Visual Aids Section, Orlando, Fla. Good photographs and silhouettes can also be found in current aircraft magazines. Any photographs used should be of planes shown in their natural position—that is, in flight.

DEFENSE AGAINST AIR AND PARACHUTE ATTACK

(Defense Against Attack by Aircraft)

First Period: One Hour

Place. Classroom.

Text References. FM 100-5, Chap. VI, Par. 261-273; FM 1-10, Chap. III; TM 5-310; TC 73, WD 1941; TC 28, WD 1942; TC 67, WD 1943.

Instructional Aids.

Equipment. Use Chart No. 52a.

Procedure. Conference.

1. Nature of attack by aircraft against ground objectives.
 - a. Different methods of attack by aircraft.

- b. Necessity for preparation of defense against attack by aircraft—to counteract surprise, both by day and night.
 - (a) Night bombing usually by moonlight in rear areas, while forward areas may be bombed at any time.
 - c. Units both within and outside of defended areas subject to attack by aircraft at any time—either planned or sporadic, strafing or bombing.
 - d. Stress that concentrations of vehicles, either parked or moving, are always an excellent target for enemy aircraft attack.
2. Defense measures against attack by aircraft.
- a. Active defense.
 - b. Passive defense.
 - (1) Warning system.
 - (2) Concealment.
 - (3) Dispersion — both in bivouac, march and installations.
 - (a) By day — vehicles should be dispersed and kept away from installations to cut down possible targets.
 - (b) By night — do not sleep in or near vehicles—vehicles should be removed from bivouac area, medical installations or Command Posts at night. Vehicles should also be dispersed.

DEFENSE AGAINST AIR ATTACK

1. ACTIVE MEASURES

- a. WARNING SYSTEM
- b. SMALL ARMS FIRE:
INDIVIDUAL &
ORGANIZATIONAL
- c. ANTI-AIRCRAFT FIRE
- d. BARRAGE BALLOONS
- e. PURSUIT AVIATION

2. PASSIVE MEASURES

- a. WARNING SYSTEM
- b. CONCEALMENT
- c. DISPERSION
- d. COVER
- e. CAMOUFLAGE

Chart No. 52a

- (4) Cover—importance of digging in at all times.
 - (a) Stress building up of consciousness of looking for cover under all conditions and at all times. Vehicles will not afford safe cover but will draw fire.
- (5) Cover for individuals—slit trenches—men must be taught to have confidence in them—learn to sleep in them.
 - (a) Slit trenches at night should be away from vehicles.
 - (b) By day, slit trenches should be within approximately 50 yards of individual's working place. Slit trenches for vehicle drivers should be within 50 yards of vehicle if driver is required to be in or near vehicle.
 - (c) Safer to hit the ground and lie flat rather than run if caught where no cover is available.
- (6) Cover for installations—keep away from possible air targets, such as bridges, dumps, main roads. Vehicles should be dispersed, and away from installations at night.

DEFENSE AGAINST AIR AND PARACHUTE ATTACK

(Defense Against Parachute Attack)

Second Period: One Hour

Place. Classroom.

Text References. FM 31-30; FM 100-5, Chap. VI, Par. 261-273; FM 1-10, Chap. III.

Instructional Aids.

Equipment. TF 7-637 "Know Your Enemy—Air-borne Troops" (running time, 22 minutes).

Procedure. Conference and Demonstration.

1. Conference.

a. Differentiate parachute raids from combined attack by air, parachute and air-borne troops.

b. Nature of parachute attacks.

(1) Depend upon surprising defenders.

(2) Made during day or night, usually at night for surprise.

(3) Medical installation susceptible because of position in rear areas very often undefended.

(a) Medical installations well marked and afford easy landmark for enemy parachutists.

c. Defense against enemy parachute attacks.

(1) Warning system and communications net.

(2) Incursions made for raiding or sabotage purposes, therefore communications net must be set up.

(a) Warning must be given so parachutists can be quickly rounded up.

2. Demonstration—TF 7-637. (running time 22 minutes).

DEFENSE AGAINST AIR AND PARACHUTE ATTACK

(Exercise in Defense Against Attack by Aircraft)

Third Period: Three Hours

Place. Previously prepared bivouac area.

Text References. All previous references.

Instructional Aids.

Transportation. Various types of vehicles should be previously placed in bivouac area.

Individual Equipment. Full field equipment.

Procedure. Applicatory Exercise and Discussion.

1. Application.

a. Unit should be marched to previously prepared bivouac site.

(1) This site should be equipped with slit trenches and ditches for protection of vehicles.

(a) Vehicles should be driven into these ditches to demonstrate how they afford protection for motors and radiators.

(2) Establish an aircraft warning system from among students.

(3) Unit should be dispersed into slit trenches.

(4) Planes will attack from low level dropping flour sacks, simulating bombing and ground strafing of area.

- b. After attack, unit should be reformed and marched back to post. Vehicles should accompany column with personnel in them.

(1) Attack is then repeated with planes attacking column from low level.

- (a) Personnel in vehicles should disperse, as well as those marching.

2. Discussion.

- a. Review exercise and point out errors observed in dispersing both in bivouac and on march emphasizing protection by slit trenches.

Note. At many posts, arrangements can be made with AAF units nearby. Also, in many instances, the help of CAP units in the vicinity can be obtained.

DEFENSE AGAINST AIR AND PARACHUTE ATTACK

(Defense Against Combined Air Attack)

Fourth Period: One Hour

Place. Classroom.

Text References. FM 31-30.

Instructional Aids. None.

Procedure. Conference.

1. The nature of a combined air attack—to seize and hold ground.
 - a. Preceded by attack by aircraft, whose objective is the destruction of antiaircraft defenses and defending aircraft.
 - b. This attack by bombardment and attack aviation is followed by parachute attack.
 - (1) The objective of the enemy parachutists is high ground, air-dromes, any open fields which will provide landing areas for airborne troops, which will follow.
 - (2) Medical installations will be vitally concerned with this phase of the attack, because of their position toward the rear, either within or outside of the actively defended area.
 - c. The third phase of a combined air attack is landing by airborne or glider infantry. They will land in areas which are flat and which have been seized by the parachute attack.
2. Defense of medical installations against combined air attack.
 - a. Counteract surprise, both day and night, by establishment of the previously discussed warning system.
 - b. Dispersal of vehicles and tentage when a combined attack is anticipated. Vehicles and equipment can be utilized to set up obstacles on fields to prevent enemy airborne troops from effecting a landing.

DEFENSE AGAINST AIR AND PARACHUTE ATTACK

(Types and Employment of Combat Aircraft)

Fifth Period: One Hour

Place. Classroom.

Text References. FM 30-30; FM 1-10, Chap. I, Par. 10-13, Chap. III, Par. 95-116; Chap. IV, Par. 155-166; TC 67, WD 1942; FM 1-5, Chap. III, Par. 35-39.

Instructional Aids.

Equipment. Identification Posters. 500-517, Division of Intelligence Training, AAF, Identification Unit.

Procedure. Conference and Demonstration.

1. Discuss the types of combat aircraft and their general appearance. Make use of posters to point out general differences and functions.
 - a. Reconnaissance and observation aircraft.
 - b. Transport aircraft.
 - c. Heavy bombers.
 - d. Medium bombers
 - e. Attack bombers.
 - f. Dive bombers.
 - g. Fighter aircraft.
2. Methods of identifying aircraft.
 - a. Planes in a particular theatre will be limited to certain **known** types, both friendly and hostile.
 - b. Visual recognition.
 - (1) By becoming familiar with general appearance of a particular plane—thru looking at pictures and silhouettes.
 - (2) By analyzing the shape of a plane—its different parts: Wings, Engines, Fuselage, Tail.
 - (3) Markings and colors used on aircraft.
 - (a) Aircraft usually prominently marked and distinctively colored.

DEFENSE AGAINST AIR AND PARACHUTE ATTACK

(Identification of Aircraft)

Sixth Period: One Hour

Place. Classroom.

Text References. FM 30-30.

Instructional Aids.

Equipment. Use cards upon which are pasted cutouts of pictures or silhouettes of various types of aircraft. These will have no identification as far as name.

Procedure. Demonstration.

1. Demonstrate specific planes from pictures or silhouettes.
 - a. Point out various distinctive characteristics of specific planes. A suggested list of planes to use follows.

P-39	Mosquito	B-25	Me110
P-40	Beaufighter	B-26	Ju87
P-51	Zero (Zeke or Hap)	Wellington	Ju88
Hurricane	A-20	Me109F or G	Do217
 - b. After these planes have been discussed and characteristics pointed out, pictures or silhouettes should be held before class briefly for class to identify them by flash recognition.
 - c. Stress that planes in any particular area will be limited to certain types, both friendly and hostile.

Note. Any unit going into a specific theatre should be trained further in identification of the specific planes expected to be encountered there. What these planes are can be learned from Intelligence.

DEFENSE AGAINST CHEMICAL ATTACK

Purpose and Scope. Chemical attacks are made with the following objects in view: 1. To INFLICT CASUALTIES. 2. To deny certain areas to an opposing force through the threat of casualties. 3. To contaminate material and supplies. 4. To harass by forcing the opposing troops to mask, thereby reducing their efficiency. 5. To affect morale. 6. To interfere with observation and aimed fire by use of smoke. 7. To destroy material and supplies by incendiary action. 8. To delay operations.

The purpose of this instruction is to instruct Medical Department Enlisted Personnel in the means and methods of individual defense against enemy chemical attack, thereby minimizing casualties and preventing undue interruption to the care, treatment, and transportation of the sick and wounded. It is necessary for the Medical Officer to impress upon all soldiers the realization that chemical attack with toxic agents is used for the primary purposes of INFLICTING CASUALTIES and that gas poisoning, whatever chemical agent is used, does not itself cause a permanent poisoning of the patient or chronic impairment to his health. It is necessary to insist upon this, otherwise the gas patient would develop a morbid dread and drift into neurasthenia and general debility.

The scope of instruction includes: 1. Description of chemical agents that may be encountered in the field, their properties, and their physiological effects. 2. The effects of weather and terrain on the use of chemical agents. 3. Methods of dispersing chemical agents. 4. The use and care of protective equipment. 5. Methods of decontaminating equipment and areas. 6. First Aid treatment of gas casualties. 7. Provision and use of protective shelters. 8. Protection of material, food, and water. 9. Organization and duties of individuals in defense against chemical attack.

Actual Time Allotted. 12 hours.

Text References. FM 21-40; FM 21-42; FM 21-45; FM 21-100, Par. 229; FM 100-5, Chap. 6, Par. 255-260; FM 3-5; TM 3-205; 3-215; 3-220; 3-305; 3-330; 3-350; 3-285; 8-220; TC No. 3, WD January 8, 1942; TC 31, WD May 16, 1942; TC 50, WD August 11, 1942; TC 67, WD September 26, 1942; TC 76, WD October 30, 1942; TC 86, WD November 13, 1942; TC 90, WD November 19, 1942; TC 8, WD February 2, 1943; TC 25, WD March 2, 1943; TC 27, WD March 3, 1943; TC 51, WD April 19, 1943; TC 63, WD May 8, 1943; TC 67, WD May 12, 1943; TC 75, WD May 28, 1943; WD Cir. 360, Sec. II, October 30, 1942; WDC 95, Sec. VI, April 7, 1943; FS 3-1; FS 3-2; FS 3-3; FS 3-4; FS 3-6; FS 3-7; FS 3-11; FS 3-15; FS 3-24; FS 3-25; FS 3-26; FS 3-27; FS 3-28; TF 3-650; TF 3-667; TF 3-687; TF 3-689; TF 3-957; TF 8-1180; TF 3-1164; TF 3-2016; TF 3-2017.

Methods of Instruction. Conference, Demonstration and Application.

Standards of Proficiency. The individual enlisted man to be proficient in the following essentials of individual defense against chemical attack:

1. Chemical Agents.

- a. Ability to identify a chemical agent in the field by odor, color, and physical state.

b. Knowledge of:

- (1) Persistency of the principal agents.
- (2) Effect produced on the body upon contact with the agent.
- (3) Protection required against all classes of agents.
- (4) Methods of decontaminating areas and equipment.

2. First Aid Treatment of Gas Casualties.**a. Recognition of the effects of agents.****b. Application of remedial measures pending emergency medical treatment.****3. Protection.****a. Gas Mask.**

- (1) Proficiency in gas mask drill.
- (2) Knowledge of kind and degree of protection afforded by the mask.
- (3) Knowledge of when to use and remove the gas mask.
- (4) Ability to take proper care of gas mask.
- (5) Ability to perform normal combat duties with minimum decrease in efficiency while wearing the gas mask.
- (6) Ability to recognize the sound of gas alarms.

b. Protective Clothing.

- (1) Knowledge of when and how to wear protective clothing.
- (2) Knowledge of the care of protective clothing.

c. Protective Equipment.

Knowledge of when and how to apply shoe impregnate and M-4 ointment.

d. Gas-proof Shelters.

Knowledge of requirements to make a shelter gas-proof; methods of entering and leaving gas-proof shelters; methods of clearing gas from shelters.

e. Duties of Gas sentries.

- (1) Ability to detect agents in the field by odor, color, physical state and the consequent sounding of the gas alarm only when necessary.
- (2) Knowledge of weather and terrain conditions favorable to enemy attack with chemical agents.
- (3) Ability to recognize sounds indicating the probable installation of weapons and projection of chemical agents by the enemy.

Note. The symbols for a few chemical agents have recently been changed as listed below. The charts on chemical warfare as reproduced in this book have been brought up to date and show the new symbols. There may be considerable time lag occurring before the various field and technical manuals will carry the new symbols.

Agent	Old Symbol	New Symbol
Mustard	HS	H
Lewisite	M-1	L
Nitrogen Mustards	...	HN
Hydrocyanic Acid	MCN	AC
Arsine	...	SA
Cyanogen Chloride	...	CC

The symbols as given above have been approved and, pending formal publication, should be used in lieu of the old symbols.

DEFENSE AGAINST CHEMICAL ATTACK

(Orientation and Gas Mask Instruction)

First Period: One Hour

Place. Classroom.

Text References. TM 3-205, Sec. II; FM 21-40, Chapter 5, Sections I, II and VI; Book I, C.W. School, Chap I.

Instructional Aids.

Personnel. One demonstrator per squad.

Equipment. Blackboard; Set, drawings colored, chemical material borrowed from post or division chemical officer.

Individual Equipment. Gas Masks.

Procedure. Lecture and Demonstration.

1. (Two-thirds period). Show that Chemical Warfare is not a new mode of waging war by historical examples such as: (1) Fire arrows (early incendiary) at siege of Athens by Xerxes in 480 B.C. (2) Fire arrows reference in the Bible, Proverbs XXVI-18 and Isaiah I-11 (3) Use of sulfur as asphyxiating agent at Platea in 429 B.C.; at Delium in 424 B.C. and proposed use by Lord Dundonald of the British Navy at Siege of Sevastapol during Crimean War (4) Declaration II of the House Treaty of 1899, "The Contracting Powers agree to abstain from the use of projectiles, the sole object of which is the diffusion of asphyxiating or deleterious gases." The refusal of Admiral Mahan to commit the U.S. to this treaty. (5) The U.S. is not today signatory to any treaty or agreement which restrains us from the use of chemical warfare agents in combat. (6) STRESS the first objective of chemical attack, i.e., *To inflict casualties* and show that this does not mean fatalities or permanent disabilities. (7) Briefly develop the other objectives of chemical attack.

2. (One-third period) (1) Nomenclature of gas mask and carrier: (2) Air flow through cannister and facepiece; (3) Proper adjustment of carrier (sewed-in insert on shoulder strap to rest forward on top of shoulder so as to compensate for curve around neck. Top of carrier to be one handbreadth below armpit). (4) Proper adjustment of head-harness: Harness to be SNUG but NOT TIGHT. Having head-harness too tight may cause the mask to leak and will definitely make the mask unnecessarily uncomfortable when worn for extended periods.

Note. A brief history of Chemical Warfare as outlined par. 1 above follows:

LECTURE IN DETAIL

1. INTRODUCTION. "There is nothing new under the sun." We may be inclined to think of the use of chemicals in war as something comparatively new, but a study of military history reveals the truth of the old adage.

The term "chemical warfare" as applied to the ancients deals almost exclusively with incendiaries. Fumes and smokes, as such, were used much later. The first use of incendiaries is unknown but it is reasonable to assume it to be centuries before the written record. Herodotus records the use of fire arrows by the Persian archers at Athens during the invasion by Xerxes in 480 B.C. Of even greater an-

tiquity is the use of fire arrows by the Hebrews, as it is claimed the Hebrew word 'zikkim' as it appears in Proverbs XXVI-18, and Isaiah I-2 means "Fire arrow."

Sulfur was used at an early date. At the Siege of Platea in 429 B.C. the Spartans threw faggots into the space between the walls of the town and the inner fortifications until they had great heaps piled up; then burning balls of pitch and sulfur were thrown out to ignite the faggots. It is thought that this means of attack would have been successful had it not been that a sudden rainstorm put out the fires. Weather conditions are an ever limiting factor in the field use of chemicals, at times working to their advantage and at other times limiting or prohibiting their use. Some five years later at the siege of Delium we again find the fortifications attacked by fire. Here great iron cauldrons were filled with coals, pitch, and sulfur. Ship' spars were hollowed out and lined with iron to form tubes, and connect to the cauldrons by means of iron snouts that extended down into the cauldron. The cauldrons were placed near a timber portion of the walls and bellows were attached to the opposite ends of the spar tubes. Air was forced into the cauldrons resulting in a great burst of flame accompanied by intense heat which set fire to the walls, destroying them and routing the defenders in panic. Here it would appear that the use of sulfur as an asphyxiating agent had been recognized.

Other examples of the ancient use of chemicals might be given but we will proceed to more modern times. Charles XII of Sweden successfully crossed the Dvina River and took up a battle position in the face of a superior force by the use of a screening smoke, produced by burning quantities of damp straw. During the Crimean War, we find that Admiral Lord Dundonald submitted a plan to the British Admiralty for the reduction of the forts at Sevastapol (Russian) by the use of hundreds of tons of coke and sulfur piled on the beaches, out of range of the defending guns, and, with the advent of favorable winds, these piles would be ignited and the fumes carried by the wind into the forts, driving out the defenders. The English Government would not allow this, saying the effects produced would be too horrible and that no honorable combatant would use the means to produce them.

A plan for the use of chlorine gas shell was presented to Secretary of War, Edwin M. Stanton, on April 5, 1862, the method of attack being artillery projectiles, a technique not fully developed until the latter part of World War I.

At the Hague Convention of 1899, Declaration II of the Convention declared, "The Contracting Powers agree to abstain from the use of projectiles, the sole object of which is the diffusion of asphyxiating or deleterious gases." The United States alone, among the first class powers of the world, did not sign this covenant. Admiral Mahan in refusing to commit the United States to this proposal stated, among other things, "That it was illogical and not demonstrably human, to be tender about asphyxiating men with gas when all are prepared to admit that it was allowable to blow the bottom out of an ironclad at midnight, throwing four or five hundred men into the sea, to be choked by water, with

scarcely the remotest chance of escape. If, and when, a shell emitting asphyxiating gases alone has been successfully produced, then, and not before, men will be able to vote intelligently on the subject."

2. THE FUNDAMENTAL REASON FOR CHEMICAL WARFARE. The early uses, or suggested uses, of chemical agents serve to show that the introduction of chemical warfare in World War I was not accidental, but rather due to fundamental causes, and further, that its development parallels that of other forms of warfare.

As fortifications and natural defenses of the ancients became more nearly perfect in their protection against existing weapons, a deadlock resulted and resourceful commanders searched for new and more efficient weapons and means of overcoming the protection. Certainly we might draw a parallel with the ever increasing intensity of the race in naval warfare between the production of armor and armor piercing shell.

With the elaborate system of underground defense of World War I, protection was obtained, but an impasse resulted. Offense could not go forward and some practical means of overcoming the protection afforded had to be obtained. The natural, logical thing was a weapon to reach down into the deep trenches and dugouts. Gases offered the ideal solution and for the first time in history all conditions necessary for its successful use were present. These conditions were:

1. Availability of large sources of raw materials.
2. Existence of a highly developed and efficient chemical industry with its training.
3. Battle conditions resulting in a state of balance between offense and defense.

As always, nations at war adopted the most effective weapon that progress in peace had made available.

DEFENSE AGAINST CHEMICAL ATTACK

(Classification of Agents and Characteristics of Choking Gases)

Second Period: One Hour

Place. Classroom.

Text References. FM 3-5, Chap. 1, Sec. I, II, and III and Change No. 1; FM 21-40 (Sept. 7, 1942) Chap. 1, Sec. II, III, and IV; TM 3-215 Apr. 21, 1942, par. 137-140; TM 8-285 Nov. 27, 1942, Sec. II.

Instructional Aids.

Equipment. Use Charts No. 53 and 54, "Choking Gases," Blackboard, red, green and purple chalk.

Procedure. Lecture.

1. Classification (15 minutes). Know Sec. I and II, FM 3-5 before you start the hour.

Have blackboard marked off for classification chart and with symbols, agents, and all headings filled in before period begins. (See fig. 2, page 7, FM 3-5 and Change No. 1; 13 March 1944)

Discuss classification of Chemical Agents briefly as developed in par. 5-6-7, FM 3-5. As each subdivision of the classification is developed fill in appropriate blanks on blackboard with colored chalk (i.e.—

CHOKING GASES

COMMON NAME	PHOSGENE	CHLORPICRIN	DIPHOSGENE
CW SYMBOL	CG	PS	DP
TACTICAL CLASSIFICATION	CASUALTY AGENT	PRIMARY-HARASSING AGENT SECONDARY-CASUALTY AGENT	CASUALTY AGENT
PERSISTENCY: SUMMER	1 TO 10 MINUTES SAME AS SUMMER	1 HOUR IN OPEN; 4 HOURS IN WOODS 12 HOURS IN OPEN; 1 WEEK IN WOODS	30 MINUTES SAME AS SUMMER
METHOD OF RECOGNITION	COLORLESS GAS. ODOR OF CUT CORN ENSILAGE, or MUSTY HAY; RENDERERS SMOKING UNPALATABLE	COLORLESS. VOLATILE LIQUID. VAPOR HAS ODOR OF FLY PAPER or LICOORICE	COLORLESS GAS. ODOR LIKE ENSILAGE or MUSTY HAY; ACRID
MUNITIONS SUITABLE FOR USE	LIVENS PROJECTOR & CHEMICAL MORTAR SHELL; CYLINDERS	MIXED WITH CN IN 75mm & CHEMICAL MORTAR SHELL. AIRPLANE BOMBS AND SPRAY. WITH CG in LIVENS PROJECTOR SHELL	CHEMICAL & HEAVY ARTILLERY SHELLS; LIVENS PROJECTOR & CHEMICAL CYLINDER
PHYSIOLOGICAL ACTION	COUGHING AND LACRIMATION, PAIN & SENSE OF CONSTRICTION OF THE CHEST; CAUSES LUNG EDEMA	SIMILAR TO PHOSGENE, BUT MORE IRRITANT AND LACRIMATING. MORE APT TO PRODUCE VOMITING. LESS TOXIC than PHOSGENE PULMONARY EDEMA May FOLLOW SERVICE GAS MASK	CAUSES SEVERE COUGHING. LUNG PAIN, LACRIMATION, AND IS HIGHLY TOXIC
PROTECTION REQUIRED	SERVICE GAS MASK (ADSORBENTS IN CANISTER ONLY)	SERVICE GAS MASK (ADSORBENTS IN CANISTER ONLY)	SERVICE GAS MASK

Under Tactical Classification, when you have explained what is meant by casualty agents, then fill in, with GREEN chalk, the blanks in the column headed "Casualty" for H; L; ED; CG; AC to show primary classification and the blank for PS with RED dots to show secondary "Casualty" classification for this agent. NOTE: Green markings on U.S. Chemical munitions indicate "Casualty producing agent"—Red indicates "Harassing agents"—Yellow indicates "smoke"—Purple indicates "Incendiary agents."

2. Choking Gases (35 minutes). Discuss the characteristics under the 11 headings on the chart. Study references thoroughly before so you will not have to refer to them during class. Bring out the fact there is a latent period before the onset of symptoms. Show effectiveness by example of first effective gas attack of World War I. (NOTE: See your Division or Post Chemical Officer about the loan of sectionalized munitions and chemical cylinder. Diphosgene is used by some European nations).

First Effective Gas Attack of World War I.

Regardless of who first actually used chemicals in World War I, there can be no doubt that the first effective use was by the Germans when, on April 22, 1915, they launched a large-scale cylinder attack against the Allied positions in the Ypres salient, where the French and

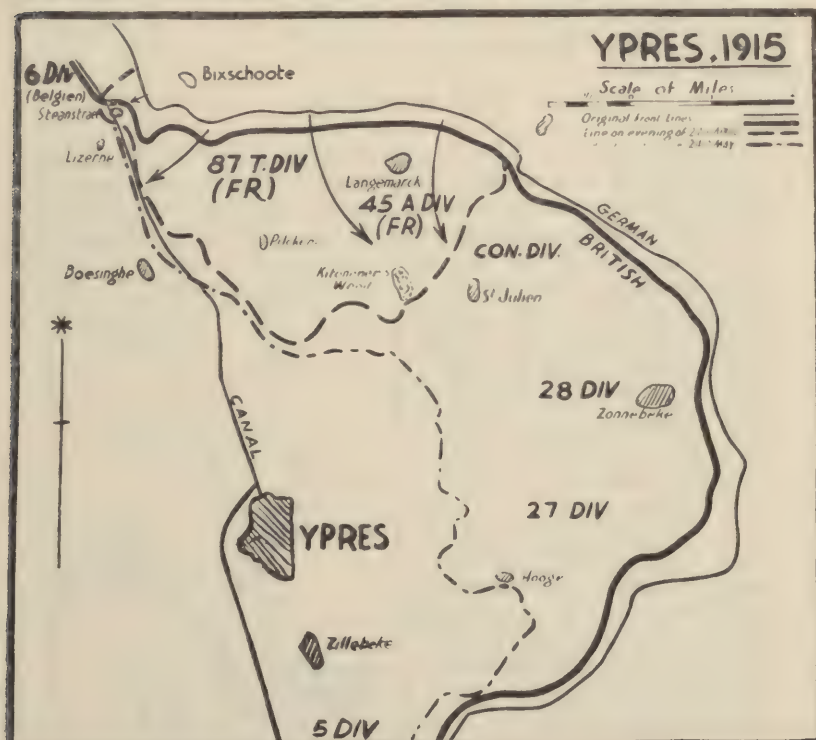


Chart No. 54

British lines joined. Prior to the attack German deserters informed the British that the Germans intended using gas and that the cylinders had already been installed in their trenches. In view of Germany's ratification of the Hague Convention of 1899 ("The contracting powers agree to abstain from the use of projectiles, the sole object of which is the diffusion of asphyxiating or deleterious gases"), little credence was placed in these stories and no preparations to meet the attack were made. As a result of this lack of preparation, the surprise was complete (Surprise is the one Principle of War upon which most of the bets are paid) and the attack was successful beyond the expectations of the Germans. The Allies suffered over 15,000 casualties, with the loss of 60 odd guns and huge quantities of stores. Fortunately for the Allies the Germans had made no preparation for exploiting a break-through, for had they done so, it is very probable that they could have reached the English Channel).

DEFENSE AGAINST CHEMICAL ATTACK

(Characteristics of Blister Gases)

Third Period: One Hour

Place. Classroom.

Text References. FM 3-5, Chapter 1, Sec. IV; TM 3-215, par. 141-144; FM 21-40, par. 9, 22, 24, 28, 71, 72, 73, 74, 81, 82, 126, 129, 132, 133, 140, 147; TM 8-285, par. 8-12; TC No. 86, WD Nov. 13, 1942; TC No. 27, WD March 3, 1943; FM 21-40 Chap. 6.

Instructional Aids.

Equipment. Use Charts No. 55, 56 and 57.

Procedure. Lecture.

1. Discuss the characteristics of blister gases as outlined on the chart.
2. The first time that mustard gas was used was in a gas attack conducted by the Germans near Ypres on the night of July 12-13, 1917 and was directed against the British. Here the Germans again lost an opportunity to win the war, as the attack was made on too limited a front. Although protection was available in the regular gas mask the British suffered some 6,000 casualties because they were not familiar with the properties of the new gas. From this time on mustard gas developed into one of the biggest problems of the war. The first large scale attack using mustard gas was made by the Germans against the British at Nieuport, France, on July 21-29, 1917. The British had 14,276 casualties, 500 of whom died during the first three weeks.

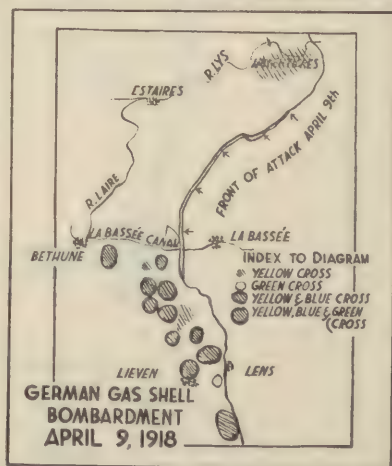


Chart No. 55

BLISTER GASES

COMMON NAME	ETHYLIDICHLORARSINE	NITROGEN MUSTARD
CHEMICAL NAME	ETHYLIDICHLORARSINE.	
CW SYMBOL	ED	HN
TACTICAL CLASSIFICATION	CASUALTY AND HARASSING AGENT.	CASUALTY AGENT
PERSISTENCY: SUMMER	1 TO 2 HOURS IN OPEN; 2 TO 6 HOURS IN WOODS.	1 DAY TO SEVERAL WEEKS.
WINTER	2 TO 4 HOURS IN OPEN; 12 HOURS IN WOODS.	
METHOD OF RECOGNITION	PUNGENT ODOR; RAPID, INTENSE IRRITATION OF EYES AND NOSE; SNEEZING.	OILY LIQUID, SOFT SOLID, OR COLORLESS GAS. ODOR FISHY OR SOFT SOAP LIKE TO PRACTICALLY ODORLESS.
MUNITIONS SUITABLE FOR USE	ARTILLERY AND CHEMICAL MORTAR SHELL; AIRPLANE SPRAY.	ARTILLERY AND CHEMICAL MORTAR SHELL, LAND MINES, BOMBS.
TACTICAL USE	TO PRODUCE CASUALTIES.	TO PRODUCE CASUALTIES.
FIELD NEUTRALIZATION	COVER WITH EARTH. WASH WITH LIME WATER OR LYE SOLUTION.	
HYDROLYSIS PRODUCT	HCL AND ETHYLARSENIOUS OXIDE (TOXIC IF SWALLOWED).	
PHYSIOLOGICAL ACTION	VESICANT 1/6 AS POWERFUL AS H. A POWERFUL STERNUTATOR, CAUSES PARALYSIS OF THE FINGERS. BURNS RESPIRATORY TRACT.	IRRITATES EYES AND LUNGS. BLISTERS. AFFECTS BLOOD AND NERVES.
PROTECTION REQUIRED	GAS MASK AND PROTECTIVE CLOTHING. PROTECTIVE COVER AND EYE SHIELDS AGAINST SPRAY.	GAS MASK AND PROTECTIVE CLOTHING. PROTECTIVE COVER AND EYE SHIELDS AGAINST SPRAY.

BLISTER GASES

COMMON NAME	MUSTARD GAS	LEWISITE
CHEMICAL NAME	BIS BETA-CHLORETHYLSULFIDE.	BETA-CHLORVINYLCHLORARSINE.
CW SYMBOL	H (OLD - HS)	L (OLD - M-L.)
TACTICAL CLASSIFICATION	CASUALTY AGENT.	CASUALTY AGENT.
PERSISTENCY: SUMMER	3 TO 4 DAYS IN OPEN; 1 WEEK IN WOODS.	24 HOURS IN OPEN; 2 OR 3 DAYS IN WOODS.
WINTER	SEVERAL WEEKS BOTH IN OPEN AND IN WOODS.	1 WEEK OR MORE.
METHOD OF RECOGNITION	DARK BROWN TO STRAW-YELLOW OILY LIQUID. ODOR OF VAPOR LIKE THAT OF GARLIC, HORSE RADISH, MUSTARD, OR ONIONS.	COLORLESS TO BROWN LIQUID. ODOR OF VAPOR LIKE THAT OF GERANIUMS. IMMEDIATE SNEEZING AND NASAL IRRITATION.
AMMUNITIONS SUITABLE FOR USE	ARTILLERY AND CHEMICAL MORTAR SHELL; AIRPLANE BOMBS AND SPRAY; LAND MINES.	ARTILLERY AND CHEMICAL MORTAR SHELL; AIRPLANE BOMBS AND SPRAY.
TACTICAL USE	TO NEUTRALIZE AREAS; TO PRODUCE CASUALTIES.	TO PRODUCE CASUALTIES.
FIELD NEUTRALIZATION	COVER WITH BLEACHING POWDER AND EARTH. WASH SURFACES WITH BLEACH SLURRY. BURY UNDER MOIST EARTH.	WET THOROUGHLY WITH WATER AND COVER WITH EARTH.
HYDROLYSIS PRODUCT	HCL AND THIODIGLYCOL (NOT TOXIC).	HCL and L OXIDE (BOTH TOXIC AND VESICANT).
PHYSIOLOGICAL ACTION	ABSORBED IN SKIN OR LUNG TISSUE, THEN PRODUCES BURNS.	ABSORBED IN SKIN OR LUNG TISSUE, THEN BURNS AND LIBERATES L OXIDE WHICH POISONS BODY.
PROTECTION REQUIRED	GAS MASK AND PROTECTIVE CLOTHING. PROTECTIVE COVER AND EYE SHIELDS AGAINST SPRAY.	GAS MASK AND PROTECTIVE CLOTHING. PROTECTIVE COVER AND EYE SHIELDS AGAINST SPRAY.

The introduction of mustard gas opened practically an entirely new method of using gas in warfare and the Germans were quick to take advantage of it and putting it to use in their drives of March, April, and May 1918.

Concentrating, with persistent gases, on the strong points they did not wish to attack directly, they shelled the areas between, through which they made their assaults, with non-persistent agents. The strong points thus fell to them either through being outflanked or by being made untenable by the gases. An illustration of this method of attack occurred in the attack by the Germans between Armentieres and the LaBasse Canal. The Germans subjected both flanks to an intensive bombardment of mustard gas. Armentieres and Houplines on the north and the LaBasse Canal and village south down to and including Lievin were heavily shelled with mustard gas for fifteen hours prior to the attack. It is estimated that 20,000 mustard shells fell in Armentieres alone. One account states "Armentieres had such a heavy bombardment that the gutters were running with mustard gas."

This indicated the probability of an attack on the front held by the Portuguese, which occurred on April 9th, 1918. From April 7th to April 9th between Armentieres and LaBasse Canal, on the front attacked, gas shelling did not occur until three hours before the attack. Diphosgene (Green Cross), a toxic gas of low persistency was used, with the object of obtaining only sufficient neutralization to permit the infantry to advance. Armentieres and the area south of LaBasse Canal were not directly attacked but had to be evacuated by the British as they had been so saturated with mustard gas that they were untenable. Here we see how strong points which had withstood the heaviest of bombardments and assaults fell to the German forces.

3. Discuss the Nitrogen Mustards along the same general outline. The Nitrogen Mustards are a new series of persistent, vesicant, casualty producing agents known to be had by the Axis Powers.
4. Stress the protective measures and equipment available; how to use it most effectively; how to care for it. Teach all students how to properly use the M4 protective ointment and that the onus of personal decontamination must rest upon each individual. Impress upon the student the fact that these agents slowly penetrate through protective clothing. Stress the fact that all soldiers must refrain from answering the calls of nature in areas which have been contaminated by vesicant agents.
5. Briefly outline decontamination procedures.

DEFENSE AGAINST CHEMICAL ATTACK

(Gas Mask Drill)

Fourth Period: One Hour

Place. Field.

Text References. FM 21-40, Chapter 5 and pars. 106 and 177; TM 3-205, sec. II; Cir. 95, WD 1943.

Instructional Aids.

Personnel. All unit instructors and one NCO demonstrator per squad.

Equipment. Gas Masks; Gas alarm.

Individual Equipment. Gas Masks (Mask to be issued and properly adjusted prior to class).

Procedure. Group Performance Method.

1. Prior to the class study references and be sure the NCO demonstrators likewise know the drill and proper fitting of the carrier and head harness. (See Notes pp. 104-105, FM 21-40, also par. 106 FM 21-40).
2. Have the NCO demonstrators check adjustment of the carrier and proper fitting of head harness. Head harness straps too tight can cause a mask to leak; it likewise shortens the life of the head harness.
3. Have the demonstrators demonstrate "By the Numbers" drill.
4. Practice "By the Numbers" drill, with the NCO's checking on their squads for errors. Gradually increase the speed of the drill until masks can be adjusted in not more than 20 seconds. Stress the fact that deliberate movements result in a quicker adjustment than hurried, frantic movements. After adjusting the mask several times "by the numbers," sound the gas alarm and see how long it takes the class to adjust their masks.

DEFENSE AGAINST CHEMICAL ATTACK

(Characteristics of Tear Gases and Vomiting Gases)

Fifth Period: One Hour

Place. Classroom.

Text References. FM 21-40, Chapter 1; TM 3-215, Par. 145-151, 158; TM 8-220, par. 360-361; TM 3-305.

Instructional Aids.

Equipment. Use Charts No. 58, 59 and 60.

Procedure. Conference.

1. Discuss difference between casualty producing and harassing agents.
2. Discuss effects of terrain and weather upon these agents. Discuss (1) general characteristics of tear gases, (2) Their physiological action, (3) persistency, (4) method of identification, (5) tactical use and (6) protection required.
3. Discuss (1) general characteristics of vomiting gases, (2) their physiological action, (3) persistency, (4) method of identification (5) tactical use and (6) protection required.

TEAR GASES

COMMON NAME	CHLORACETOPHENONE	CHLORACETOPHENONE SOL.	BROMBENZYL-CYANIDE
CW SYMBOL	CN.	CNS.	BBC.
TACTICAL CLASSIFICATION	HARASSING AGENT	HARASSING AGENT	HARASSING AGENT
PERSISTENCY: SUMMER	SOLID, FOR DAYS; BURNING MIXTURE 10 MINUTES	1 HOUR IN OPEN; 2 HOURS IN WOODS.	SEVERAL DAYS
WINTER	SOLID, WEEKS BURNING MIXTURE 10 MINUTES	6 HOURS IN OPEN; 1 WEEK IN WOODS	WEEKS
METHOD OF RECOGNITION	IN LOW CONCENTRATIONS LIKE APPLE OR LOCUST BLOSSOMS. IMMEDIATE LACRIMATION	FAINTLY RESEMBLES FLY PAPER. IMMEDIATE LACRIMATION	ODOR, PUNGENT, LIKE THAT OF SOUR FRUIT. SEVERE LACRIMATION
MUNITIONS SUITABLE FOR USE	CANDLES; GRENADES ARTILLERY & CHEMICAL MORTAR SHELL; AIR- PLANE BOMBS	ARTILLERY & CHEMICAL MORTAR SHELLS; SMALL AIR BOMBS; AIR- PLANE SPRAY; EXPLOSIVE TYPE HAND GRENADES	75mm ARTILLERY & AIRPLANE SPRAY
PHYSIOLOGICAL ACTION	EYE & SKIN IRRITATION	VIOLENT EYE IRRITATION, VOMITING & MILD SKIN ITCHING	SEVERE LACRIMATION AND NOSE IRRITATION
TACTICAL USE	FOR HARASSING PURPOSES TO FORCE THE WEARING OF THE GAS MASK FOR EXTENDED PERIODS		
PROTECTION REQUIRED	SERVICE GAS MASK WILL PROTECT THE EYES AND RESPIRATORY TRACT. NO PROTECTION AGAINST SKIN IRRITATION		

VOMITING GASES

COMMON NAME	ADAMSITE	DIPHENYLCHLORARSINE
CW SYMBOL	DM	DA
TACTICAL CLASSIFICATION	HARASSING AGENT	HARASSING AGENT
PERSISTENCY: SUMMER WINTER	10 MINUTES IN OPEN FROM CANDLES SAME AS SUMMER	10 MINUTES IN OPEN FROM CANDLES SAME AS SUMMER
METHOD OF RECOGNITION	NO PRONOUNCED ODOR (COAL SMOKE) BRILLIANT CANARY YELLOW CLOUD	NO PRONOUNCED ODOR (SHOE POLISH) FORMS A WHITE OR GRAYISH CLOUD
MUNITIONS SUITABLE FOR USE	CANDLE. BURNING TYPE MUNITIONS. AIR BOMBS	BURNING TYPE MUNITION
TACTICAL USE	TO PENETRATE DEFECTIVE MASKS; TO HARASS.	TO PENETRATE DEFECTIVE MASKS; TO HARASS.
PHYSIOLOGICAL ACTION	SNEEZING, WITH BURNING, ACHING PAINS IN NOSE, THROAT, CHEST, SINUSES, FOLLOWED BY HEADACHE, NAUSEA, OFTEN MENTAL DEPRESSION. ORDINARILY, ALL SYMPTOMS DISAPPEAR IN ABOUT AN HOUR.	
PROTECTION REQUIRED	SERVICE GAS MASK	SERVICE GAS MASK

BLOOD AND NERVE POISONS

COMMON NAME	HYDROGEN CYANIDE	ARSINE
CW SYMBOL	AC	SA
TACTICAL CLASSIFICATION	CASUALTY AGENT	CASUALTY AGENT.
PERSISTENCY	UP TO 1 MINUTE	1 TO 10 MINUTES
METHOD OF RECOGNITION	ODOR OF BITTER ALMONDS OR PEACH KERNELS. COLORLESS GAS.	FAINT GARLIC ODOR. METALLIC TASTE. COLORLESS GAS.
MUNITIONS SUITABLE FOR USE	FRANGIBLE GRENADES.	POSSIBLY CHEMICAL CYLINDERS, AERIAL BOMBS, LARGE CALIBER ARTILLERY SHELL.
FIELD NEUTRALIZATION	NONE NECESSARY.	NONE NECESSARY.
TACTICAL USE	ATTACK ON CONFINED SPACES: TANKS, PILL BOXES, ETC. FRANGIBLE GRENADES BROKEN ON PORTS OR EMBRASURES. TO PRODUCE CASUALTIES.	TO PRODUCE CASUALTIES.
PHYSIOLOGICAL ACTION	DIZZINESS, HEADACHE, CONVULSIONS, PARALYSIS.	DIZZINESS, VOMITING, AFFECTS BLOOD.
PROTECTION REQUIRED	GAS MASK GIVES LIMITED PROTECTION. GOOD FOR ONE, SHORT ATTACK IF PROMPTLY ADJUSTED.	GAS MASK.
FIRST AID	REMOVE FROM GAS. ARTIFICIAL RESPIRATION. ADMINISTER AMYL NITRITE.	REMOVE FROM GAS. GIVE NON-ALCOHOLIC LIQUIDS. EVACUATE AS A LITTER CASE.

4. Discuss (1) general characteristics of blood and nerve poisons, (2) their physiological action, (3) persistency, (4) tactical use, (5) protection required.

Note. Our service gas mask will give limited protection against hydrocyanic acid gas (AC).

DEFENSE AGAINST CHEMICAL ATTACK

(Gas Mask Inspection)

Sixth Period: One Hour

Place. Classroom and company street.

Text References. FM 21-40, Par. 85, 91, 105, 109, 110.

Instructional Aids.

Personnel. All unit instructors and gas NCO's.

Equipment. TF 3-217, Inspection of the Service Gas Mask (running time 9 min.).

Individual Equipment. Gas Masks.

Procedure. Demonstration and Application.

1. Demonstration (20 minutes).
 - a. Show TF 3-217.
 - b. Have men inspect their own masks. (follow par. 91, FM 21-40).
2. Follow procedure as given in par. 105, FM 21-40. During inspection ask questions based upon par. 109, and 110, FM 21-40, and upon nomenclature of the gas mask.

DEFENSE AGAINST CHEMICAL ATTACK

(Gas Chamber)

Seventh Period: One Hour

Place. Gas Chamber.

Text References. FM 21-40, Par. 90 and 107; TC No. 75, WD, 1943.

Instructional Aids.

Personnel. One officer instructor and two gas NCO's.

Individual Equipment. Gas Masks.

Procedure. Application.

1. If gas chamber is within easy marching distance from unit area, give the command "GAS" or sound the gas alarm just prior to moving off and march to gas chamber wearing masks.
2. Near the gas chamber halt the unit, open ranks, and have unit instructors (Commissioned) inspect each soldier. As the instructor steps in front of the soldier; the soldier automatically performs the same action he would if given the command: 1. Check, 2. MASK. (See par. 90, FM 21-40).
3. Move the soldiers into the chamber in a column of files. After each group is inside, inspect them for lacrimation. Then at the place farthest from the door, have each man remove his mask, give you his name and serial number then turn about and walk to the door and as he goes out have a NCO posted at the door to be sure each one closes the door after he leaves the chamber.

4. Re-assemble the unit. Have a NCO at the gas chamber door and an officer in the chamber. Instruct the soldiers (1) to replace their masks in the carriers properly, (2) that they will now move into the chamber by squad rushes as you call the squad. They will move off at a brisk "Double Time" and as the first man approaches the door the NCO will open the door. The men pass into the chamber still on the "double" and as each man goes through the door he reaches up with both hands and slaps the top door casing (This is to prevent them from taking off the head-piece or removing the mask from the carrier before reaching the door). The officer in the chamber must carefully watch each squad for errors and improper adjustment of the mask.
5. After all have gone through the gas chamber the second time repeat the procedure in par. 4 in accordance with Sec. V, TC No. 75, WD 1943, using chlorine gas in the chamber. NOTE—arrangement will have to be made with the Division, Post, Camp or Station Chemical Officer for the use of the gas chamber and it is required that one CWS Officer be present.

DEFENSE AGAINST CHEMICAL ATTACK

(Individual and Collective Protection)

Eighth Period: One Hour

Place. Classroom.

Text References. FM 21-40, Chapter 2 and Par. 168.

Instructional Aids.

Personnel. One NCO.

Equipment. TF 3-650, Collective Protection (running time 10 min.); TF 3-1164, Construction of Gas Proof Shelters in the Field (running time 20 minutes); Cover, protective, individual; Ointment, protective, M-4; Shoe impregnate; Soap, protective clothing.

Procedure. Lecture and Demonstration.

1. Collective Protection. Show TF 3-650; TF 3-1164.

2. Individual Protection. Prior to the period contact your Division, Post, Camp or Station CWS Officer to secure his cooperation in demonstrating the protective clothing, protective cover, etc.

Stress the fact that the onus of personal decontamination must rest upon each individual.

Show and describe use of each item of individual protective equipment other than the gas mask.

If each soldier knows how to protect himself we have robbed Chemical Warfare of its principal terrors and the enemy of the principal objective of all chemical attack, i.e. "To produce casualties."

DEFENSE AGAINST CHEMICAL ATTACK

(Decontamination Procedures)

Ninth Period: One Hour

Place. Classroom.

Text References. FM 21-40, Chap. 6.

Instructional Aids.

Individual Equipment. Gas Masks.

Equipment. TF 3-667 Decontamination Procedures. Part I.—Personnel and Area (running time 19 min.). TF 3-687 Decontamination Procedure. Part II.—Equipment (running time 11 min.); TF 3-2017.

Procedure. Demonstration and Conference.

1. (35 min.). Show TF 3-667, TF 3-687.
2. TF 3-2017.
3. Use balance of the hour to answer questions and for a short gas mask drill.

DEFENSE AGAINST CHEMICAL ATTACK

(Field Identification and Incendiaries)

Tenth Period: One Hour

Place. C.W.S. demonstration area.

Text References. FM 21-40, Par. 7, 8b.

Instructional Aids.

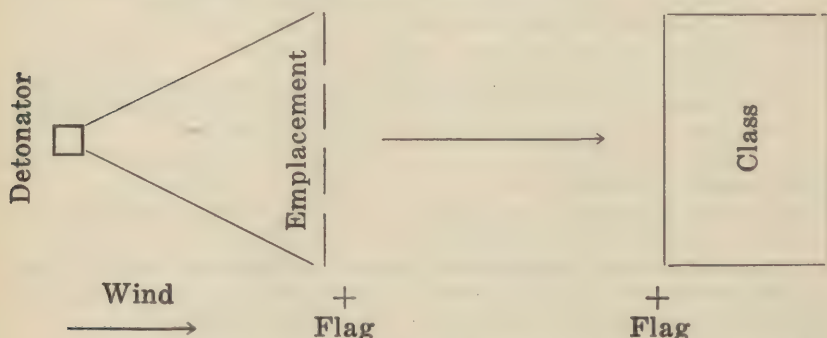
Personnel. Division, Post, Camp or Station CWS Officer and his assistants.

Equipment. Set, Gas Identification, Detonation M-1. Demonstration Incendiary bombs, M-1 and M-2.

Procedure. Demonstration and Application. Period to be conducted by the CWS Officer, but it is suggested that the field identification part be conducted first and then the incendiary demonstration.

Suggested outline for Field Identification:

1. The detonation tubes should be emplaced, in series, about 16-20 feet apart and at right angles to the wind direction. The unit should be formed in a modified MASS formation being at NORMAL INTERVAL rather than "Close Interval." The unit is thus formed 25 paces downwind and parallel to the emplacement.



2. The instructor briefly describes the agent to be used. Signals the second instructor to detonate the agent and commands: Route Step, MARCH.

3. After passing through the gas cloud the unit is halted, faced about, and moved back to its original location, halted, faced about, and realigned. Anyone not sure of the odor should then be given the opportunity to break ranks and come forward to recheck the odor.
4. While the next emplacement is being wired-in the instructor briefly describes the agent and when ready repeats the action described in par. 3.

DEFENSE AGAINST CHEMICAL ATTACK

(Effects of Weather, Terrain and Weapons on the Use of Chemical Agents)

Eleventh Period: One Hour

Place. Classroom.

Text References. FM 21-40, Chapter I, Sec. III and IV; App. II.

Instructional Aids.

Personnel. Unit Gas Officer.

Equipment. FS 3-2. Effects of Weather, Terrain, Weapons, and Tactics.

Procedure. Demonstration and Quiz. Show FS 3-2 following notes furnished and amplified by information in references given above.

End the hour with an oral quiz based upon information shown.

Emphasize the fact that Medical Department troops are just as vulnerable to chemical attack as any other troops and that their work is greatly increased by such attack. Therefore any and all information which will help them anticipate a chemical attack and which will inform them of the terrain features most likely to be subjected to such attack, together with a knowledge of the type of agents most likely to be dispersed by the various types of weapons, will aid them in accomplishing their mission and in avoiding becoming casualties themselves.

DEFENSE AGAINST CHEMICAL ATTACK

(Review and Tests)

Twelfth Period: One Hour

Place. Classroom and/or Field.

Text References. All previous references.

Instructional Aids.

Personnel. All unit gas personnel.

Equipment. Gas masks and all other protective and decontamination equipment available.

Individual Equipment. Gas Masks.

Procedure. Applicatory type of examination. Divide the unit into squads or smaller units according to the problem you assign each group. Give each group about 5 minutes to organize and decide how to solve its problem. Then call upon each group in turn to solve its problem.

Suggested problems:

1. Materials and equipment necessary for first echelon decontamination of vehicles and use of each.
2. Materials and equipment necessary for second echelon decontamination of vehicles and use of each.
3. Materials and equipment necessary for decontamination of personnel.

4. Materials and equipment necessary for the decontamination of areas.
5. Individual inspection of a gas mask (provide a defective mask and have the soldier find and describe the defects and tell what he would do with the mask).
6. What to do in case a soldier is splashed with liquid vesicant agents such as H, L or HN.
7. Duties of a gas sentry.
8. How to construct a gas proof shelter.
9. Weather factors favorable to gas attack.
10. Terrain features favorable to gas attack.
11. How to protect an unconscious casualty.
12. Formal gas mask inspection of a platoon.

DEFENSE AGAINST MECHANIZED ATTACK

Purpose and Scope. The purpose of this course is to train Medical Department enlisted men in individual and unit protection against mechanized attacks, while in camp, on the march and during combat.

Actual Time Allotted. 8 hours.

Text References. FM 17-10; FM 21-45; FM 21-100; FM 25-10; FM 30-40; FM 100-5; TC No. 20 WD 1943; TF 11-382; TF 11-383; FS 7-29; FS 7-30; FS 7-78; FS 7-91; FS 7-104; FM 21-150.

Standards of Proficiency. Each man must be able to:

1. Identify friendly and hostile mechanized and motor vehicles.
2. To identify the various warning systems used.
3. Utilize localities which combine both obstacles and cover for protection.
4. Identify vulnerable areas of known hostile mechanized vehicles.
5. Be indoctrinated with confidence as to the power and capacity of available weapons and means to combat hostile mechanized attack.
6. Identify natural and artificial obstacles.
7. Know the passive measures that are taken to protect individuals, units, and materiel against hostile mechanized attacks.

DEFENSE AGAINST MECHANIZED ATTACK

First Period: Two Hours

Place. Classroom or theater.

Text References. FM 17-10; FM 21-45, pars. 89-109, Chap. 5; FM 25-10, Chap. 3; FM 100-5, pars. 250-254; TF 11-383, "Friend or Foe."

Instructional Aids.

Equipment. Use Chart No. 61; TF 11-383 (running time 55 min.).

Procedure. Conference and Training Film.

First hour: Conference.

1. Definition—mechanization. Explain a mechanized unit; an armored force; anti-mechanized measures; anti-tank weapons.
2. Defense measures: warning system, weapons, obstacles (can strip each on chart as it is discussed).
 - a. Warning system—it includes the intelligence and communication systems which are completely co-ordinated.
 - b. Weapons.
 - c. Chemical agent.
 - d. Individual defense.
 - e. Obstacles.
 - (1) Natural.
 - (2) Artificial.

Second hour:

Show TF 11-383 (running time 55 min.).

DEFENSE AGAINST MECHANIZED ATTACK**Second Period: Two Hours****Place.** Classroom or theater.**Text References.** TF 21-1019; FM 21-45 pars, 89-109 and FM 25-10, Chap. 3.**Instructional Aids.****Equipment.** TF 21-1019, (running time 10 min.).**Procedure.** Demonstration and Quiz.**First Hour.**

1. Give orientation talk before film.
2. Show above film.

Second Hour.

1. Fifteen minute period for questions on film.
2. Twenty minute period for written or oral quiz on defense against mechanized attacks as used by various medical units in division medical service.
3. Ten-minute discussion.

DEFENSE MEASURES AGAINST MECHANIZED ATTACK

A WARNING SYSTEM

B WEAPONS C OBSTACLES

1. ANTITANK MEASURES

- A-ANTITANK GUNS
- B-ANTITANK MINES

2. CHEMICAL AGENTS

- A-AIR BOMBS
- B-SPRAY
- C-ARTILLERY
- D-CHEMICAL MINES
- E-CHEMICAL MORTARS

3. ARTILLERY

4. ANTI-AIRCRAFT ARTILLERY

5. COMBAT AVIATION

1. NATURAL

- A-BUILDINGS & WALLS
- B-WATER
- C-LAKES
- D-MARSHES
- E-MOUNTAINS

2. ARTIFICIAL MEASURES

- A-MINE FIELDS
- B-ANTITANK DITCHES
- C-POST OBSTACLES
- D-BARRICADES
- E-DEMOLITIONS

DEFENSE AGAINST MECHANIZED ATTACK**Third Period: Two Hours****Place.** Field.**Text References.** FM 17-10; FM 21-45, Chap. 5; FM 25-10, Chap. 3; FM 30-40; FM 100-5, Pars. 25-254; TC No. 10, WD 1942.**Instructional Aids.****Equipment.** Gas masks.**Transportation.** Ambulance to follow column.**Individual Equipment.** Full field equipment.**Procedure.** Conference, Demonstration, and Applicatory Exercise.

First hour: The unit will be marched to a previously reconnoitered area where the instructor will explain and review briefly anti-mechanized means, particularly natural obstacles. He will then have the troops disperse for their protection. Dispersion to be initiated by a blast of instructor's whistle. Gas masks should be applied during the period of dispersion. Errors will then be pointed out. Particular attention should be given to areas not suited for mechanized attack and their probable use for medical department installations, especially aid and collecting stations. Important features of terrain which would most frequently be used for mechanized attack should be pointed out and explained to the class.

Second hour: Conference and demonstration in a prepared area. Officers and non-commissioned officers will demonstrate the various anti-mechanized installations in "Country Fair" fashion.

Note. This exercise can be combined with "Individual Defense Against Air and Parachute Attack."

DEFENSE AGAINST MECHANIZED ATTACK**Fourth Period: Two Hours****Place.** Field.**Text References.** All previous references and references for Hasty Entrenchments and Shelter, (subject No. 16).**Instructional Aids.****Equipment.** Individual entrenching tools and engineer tools that will be allotted to medical sections for "digging in."**Individual Equipment.** Fatigue uniform with full field equipment.**Procedure.** Applicatory Exercise and Review.

1. Have individuals prepare an area for defense against mechanized attack as they would have to do in combat (realistic application).
2. Officers to select sites to "dig in" utilizing all natural obstacles.
3. Review and point out how personnel and casualties will be protected.
4. Indoctrinate each individual with the principle that this is the thing he will do each day of combat to protect himself and his patients.
5. Use any time left for purpose of review of individual defense against mechanized attacks.

DEMOLITIONS (Elementary)

Purpose and Scope. The purpose of this instruction is to familiarize the medical soldier with the various types of demolitions commonly used by modern armies. It illustrates the appearance and construction of various commonly used demolitions, the methods and precautions to be used in the storage of explosives, and the precautions to be followed in the handling of explosives.

Actual Time Allotted. 4 hours.

Text References. FM 21-105, Chap. 6; FM 5-25, FM 5-35, Pars. 129-138.

Methods of Instruction. Conference and Demonstration.

Standards of Proficiency. Each soldier to know:

1. The appearance of the common types of explosives in use in the Army.
2. The characteristics and uses of these explosives.
3. The methods of handling, storage, and detonation of these explosives.
4. Precautions to be taken when handling explosives.

DEMOLITIONS (Elementary)

(Explosives and Firing Materials)

First Period: One Hour

Place. Classroom.

Text References. FM 5-25, FM 21-105, Chap. 6; FM 5-25, Sec. I.

Instructional Aids.

Personnel. Officers—1 (Instructor in charge). Enlisted man—1 (To demonstrate sample explosives).

Equipment. Empty containers or dummies of TNT, Nitrostarch, Dynamite, Ammonium nitrate.

Procedure. Conference and Demonstration.

1. Discuss TNT, nitrostarch, dynamite, ammonium nitrate, composition "C," and picric acids as to characteristics and properties.
2. Demonstrate samples of standard packages.
3. Discuss methods of handling the above explosives.
4. Discuss storage of explosives.
5. Discuss precautions to be taken in handling of explosives.
6. Discuss uses of explosives.

DEMOLITIONS (Elementary)

(Non-electric Blasting Equipment)

Second Period: One Hour

Place. Classroom.

Text References. FM 21-105, Chap. 6, Pars. 49-52; FM 5-35, Par. 129 C-1; FM 5-25, Par. 25.

Instructional Aids.

Personnel. Officer—1 (Instructor in charge). Enlisted men—2 (To demonstrate explosives and firing equipment).

Equipment. Blackboard and chalk, previous samples. Samples of time fuse, instantaneous fuse, detonating cord (Primacord). Length of $\frac{1}{2}$ -inch rope. Caps, fuse lighters, crimper.

Procedure. Conference and Demonstration.

1. Discuss methods and use of:
 - a. Time fuze.
 - b. Instantaneous fuze.
 - c. Detonating cord.
 - d. Non-electric caps.
2. Demonstrate non-electric firing assemblies.
 - a. Methods of priming charges.
 - b. Methods of splicing fuses and detonating cords.
 - c. Use of crimper.

Note. $\frac{1}{2}$ -inch rope may be used to demonstrate splicing of various fuses.

DEMOLITIONS (Elementary)**(Electric Blasting Equipment)****Third Period: One Hour****Place. Classroom.****Text References.** FM 21-105, Chap. 6, Pars. 49 and 53; FM 5-25.**Instructional Aids.**

Personnel. Officers—1 (Instructor in charge). Enlisted men—2 (To demonstrate electric blasting equipment).

Equipment. Electric detonating caps, wires, 10 and 30 cap magneto exploder, galvanometer.

Procedure. Conference and Demonstration.

1. Discuss electric blasting equipment.
 - a. Caps.
 - b. Wire circuits.
 - c. Exploders.
2. Demonstrate uses of above apparatus.
3. Discuss precautions to be taken in using electric blasting equipment.

DEMOLITIONS (Elementary)**Fourth Period: One Hour****Place. Demonstration area.****Text References.** All previous references.**Instructional Aids.**

Personnel. Officers—1 (Instructor in charge). Enlisted men—4 (To demonstrate methods of setting up demolition equipment).

Equipment. Explosives available (TNT, nitrostarch, dynamite, etc.).
Electric and nonelectric blasting equipment.

Procedure. Demonstration.

1. Methods of priming charges and locating demolitions.
2. Method of tamping.
3. Method of splicing and firing various fuses.
4. Electric circuits and methods of detonating.
5. Stress safety precautions. (FM 5-25, Section III).

ANTIPERSONNEL MINES AND BOOBY TRAPS

Purpose and Scope. The purpose of this course is to give instruction in the employment of antipersonnel mines and booby traps and the general principles of their detection, removal and neutralization. The course of instruction covers standard material utilized in antipersonnel mines and booby traps improvisations; employment of antipersonnel mines with antitank mine fields, barbed wire entanglements and in antipersonnel mine fields; and principles of employment of booby traps with the detection, removal or neutralization thereof.

Actual Time Allotted. 8 hours.

References. TFs 5-954, 21-1020, 25-394; FM 5-31; FS 5-23, 5-27; TCs 29 and 75, WD 1942; TCs 34 and 50 W D1943; Infantry School Training Bulletin GT-16; Military Intelligence Service Tactical and Technical Trends 23, 24, 28, 29; Military Intelligence Bulletin, Sept. 1942, January, June and August 1943.

Method of Instruction. Conference, Demonstration and Application.

The instruction must of necessity contain a large amount of explanation and demonstration, however, the applicatory phases should be utilized to the fullest extent to provide interesting instruction.

Sufficient instruction in material and employment of antipersonnel mines and booby traps must be included in the course in order that the enlisted men learn the "why" and "how" which causes these weapons to become lethal and in order that they may become sufficiently proficient in emplacement to require exercise of the proper caution by the searchers or the remainder of the group in the applicatory competitive phase.

Following this course no field exercise should be considered complete without the use of numerous booby traps and antipersonnel mine installations. Devices which will splatter the individuals with a water soluble vividly colored dye may be improvised. The dye will serve to notify everyone that the man had failed to take the proper precautions and the remainder of his companions will certainly impress upon the individual that he has made a grave error. Painful though be the reminder it pales in comparison to the loss of life or limb.

Numerous posters may be placed throughout the training area during this period of instruction depicting the effectiveness of antipersonnel mines or booby traps and the usual errors which explode them. TC No. 34 WD 1943 and Infantry School Training Bulletin No. GT-16 February 1943 have many illustrations which are suggestive for posters.

Standards of Proficiency. Each soldier to:

- a. Know the extreme hazard of incautious action in territory which was formerly occupied by the enemy.
- b. Become booby trap and antipersonnel mine conscious.
- c. Be able to detect antipersonnel mines and booby traps both by reading our own and enemy markings and by the evidence left by the installation of these devices.
- d. How to perform neutralization of standard firing devices.

ANTIPERSONNEL MINES AND BOOBY TRAPS

(General Principles)

First Period: One Hour**Place.** Theatre.**Text References.** TC 75 WD 1942, TC 34 WD 1943, Infantry School Training Bulletin GT-16 Feb. 1943.**Instructional Aids.****Equipment.** Use Charts No. 62, 63 and 64; TF 25-394 (running time 21 minutes).**Procedure.** Training Film and Conference.

1. Instructor introduces TF 25-394 and the film is shown.
2. Instructor employing charts discusses the following general considerations.
 - a. Definitions and general employment.
 - (1) Antipersonnel mine.
 - (2) Booby trap.
 - (3) Similarity between the two.
 - b. Psychology of use.
 - c. Improvisations as standard material.

USE of A-P MINES & BOOBY TRAPS PSYCHOLOGY of DEVICES

1. EXERT MOST EFFECT on MIND.
2. UNEXPECTED
3. CONFUSION
4. FRIGHT
5. DREAD

Chart No. 62

USE OF A-P MINES AND BOOBY TRAPS

1. ANTIPERSONNEL MINES USED TACTICALLY

- a. Antimechanized mine fields
- b. Obstacles
- c. Deny favorable bivouac sites

2. BOOBY TRAPS USED:

- a. Harass or destroy individuals or small groups
- b. Surrendered territory

Chart No. 63

USE OF A-P MINES & BOOBY TRAPS

1. STANDARD:-

- a. Quicker
- b. Safer
- c. Easier to use

2. IMPROVISATION

- a. Lend variety
- b. Confusion
- c. Availability

Chart No. 64**ANTIPERSONNEL MINES AND BOOBY TRAPS**

(U. S. Standard and Improvised Materiel)

Second Period: One Hour**Place.** Classroom.**Text References.** TC 75 WD 1942, TC 50 WD 1943, TC 34 WD 1943, Infantry School Training Bulletin GT-16, Military Intelligence Bulletin Sept. 1942.**Instructional Aids.****Equipment.** Use Charts No. 65, 66, 67, 68.

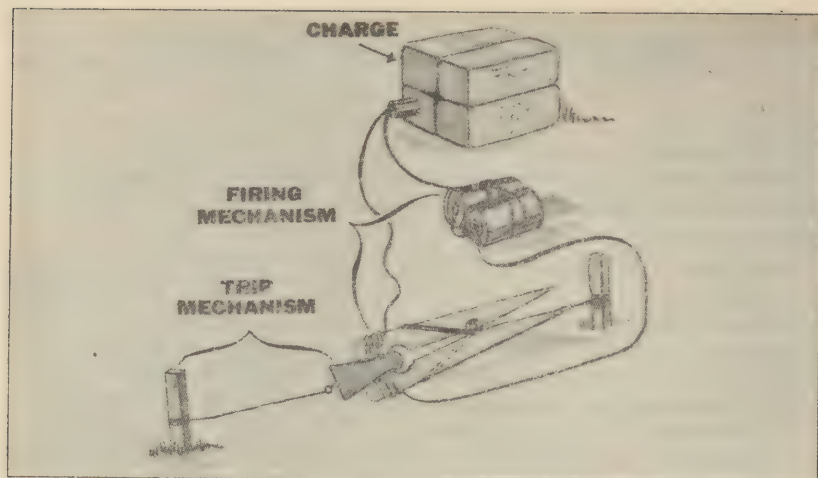


Chart No. 65. Essential parts of a Booby trap.

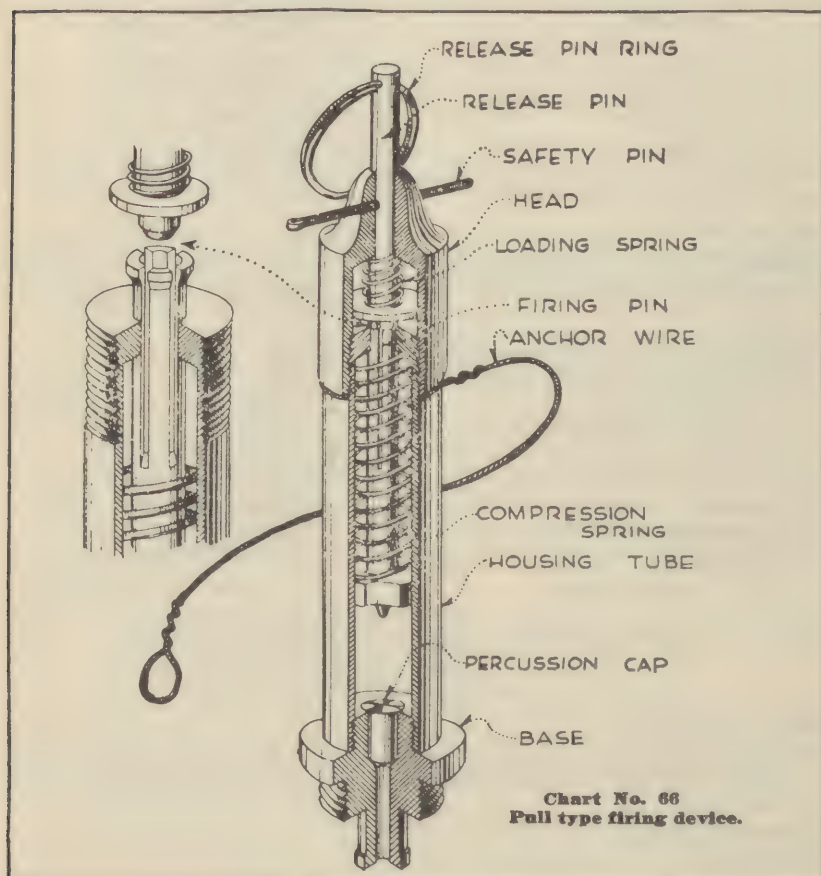


Chart No. 66
Pull type firing device.

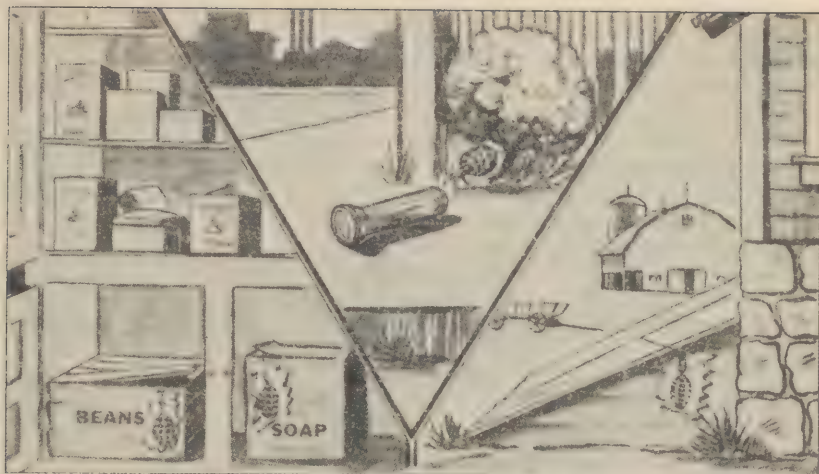


Chart No. 67. Pull type Booby traps.

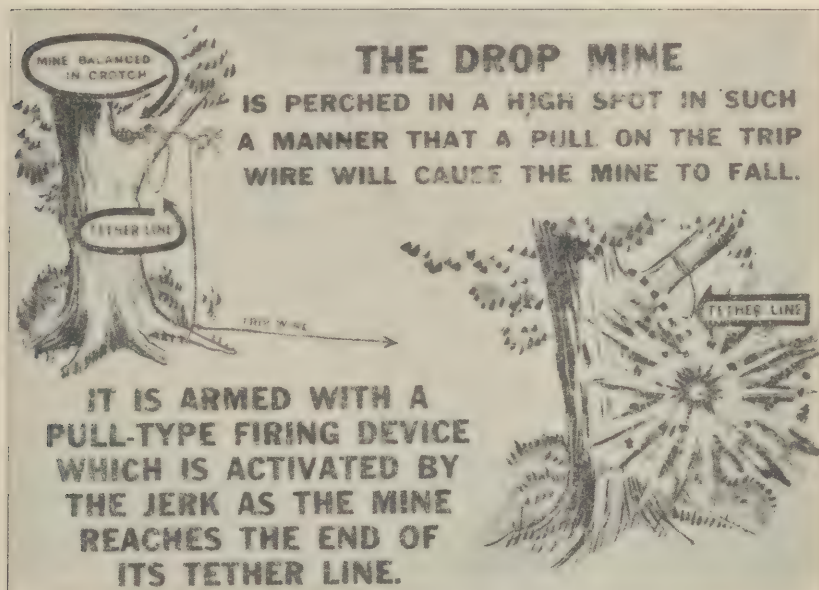


Chart No. 68. Pull type antipersonnel mine installation.

1. U. S. Standard Firing devices (a) pull (b) pressure (c) release (d) and combinations.
2. Antipersonnel mine Charts M2 and M3.
3. Improvisations (a) fuze lighter type (b) electrical: fishermans knot clothes pin, sliding bar, razor blade.

4. Explosives (simulated) (a) dynamite (b) TNT blocks (c) hand grenade (d) bangalore torpedo.

Procedure. Conference and Demonstration.

1. Instructor describes and illustrates by means of a chart the 3 basic parts of a booby trap (Page 1 Infantry Sch. Trng. Bull. GT-16).
2. Instructor displays actual item, describes it using chart, operates it so that the audible click of the firing pin can be heard and describes method of testing and shows by means of chart, one method of employment for each of the following:
 - a. Pull firing device M1.

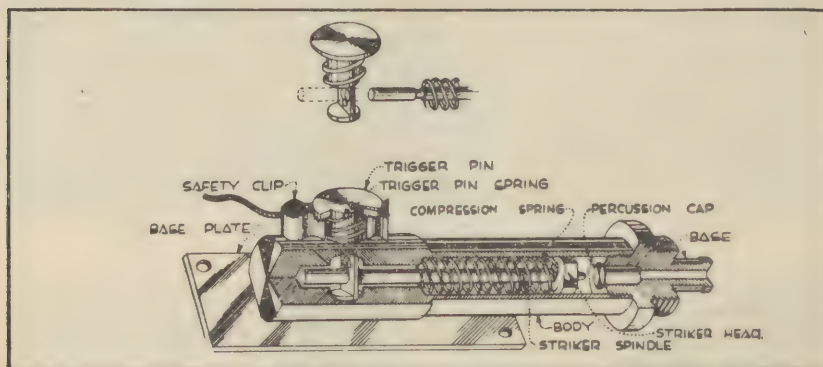


Chart No. 69. Pressure type firing device.

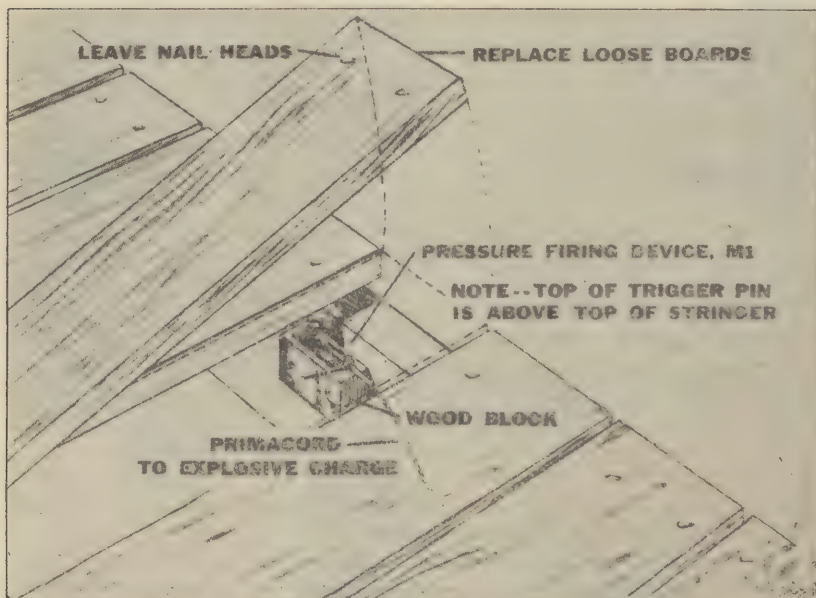


Chart No. 70. Pressure type Booby trap.

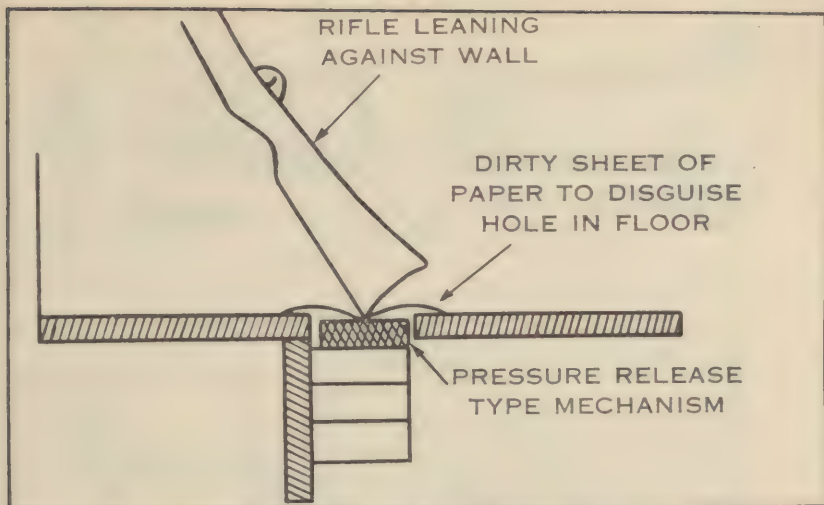


Chart No. 71. Release type Booby trap.

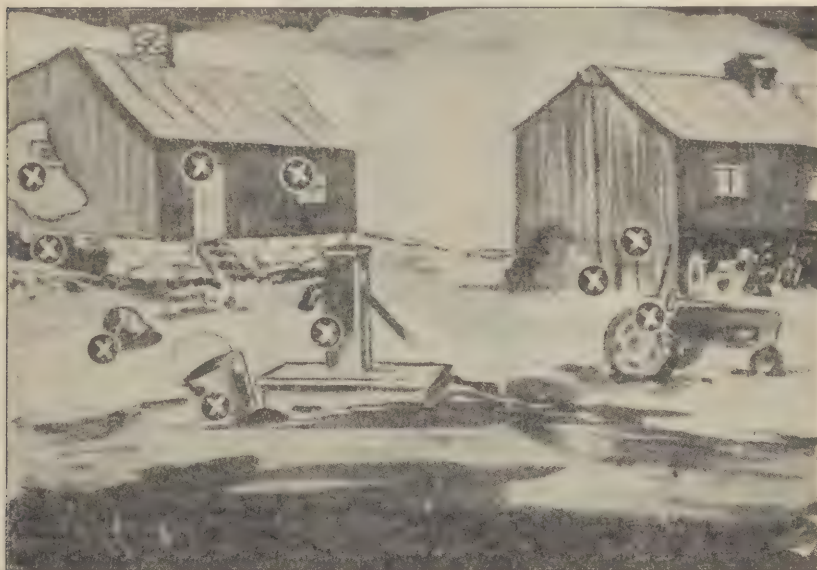


Chart No. 72. Installation of multiple Booby trap.

- b. Pressure firing device M1.
 - c. Release firing device M1.
 - d. Combination (push & pull) firing device M1.
3. Instructor displays actual item and describes by means of chart the following:
 - a. Antipersonnel mine M2.
 - b. Antipersonnel mine M3.

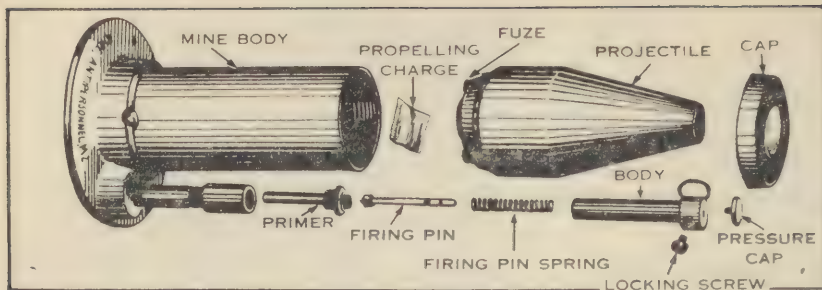


Chart No. 73. Parts of antipersonnel mine M-2.

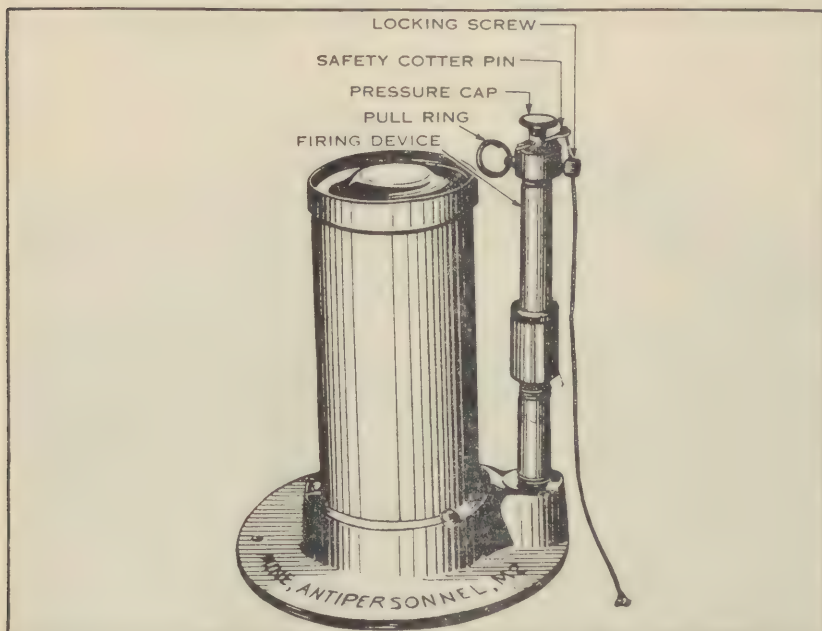


Chart No. 74. Antipersonnel mine M-2.

4. Instructor displays a model of and describes the use of the following improvisations:
 - a. Fuze lighting type.
 - b. Electrical types such as fisherman's knot, clothespin, sliding bar, razor blade.
5. Instructor displays a simulated item and describes the use of the following:
 - a. Dynamite.
 - b. TNT blocks.
 - c. Bangalore torpedo.

6. Application. Class is broken up into groups of 4-8 men and the various models and devices distributed in such a manner that by a simple passing of props in a clockwise direction that each group has access to inspection and operation at close hand of:

- a. A standard firing device.
- b. Antipersonnel mine, instructional.
- c. Improvised firing device.

During the applicatory phase display prominently, charts illustrating the various items which are distributed among the class.

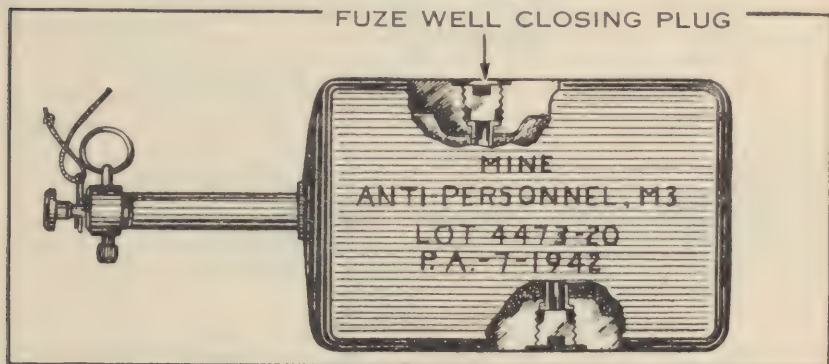


Chart No. 75. Antipersonnel mine M-3.

ANTIPERSONNEL MINES AND BOOBY TRAPS

(Enemy Materiel)

Third Period: One Hour

Place. Classroom.

Text References. Infantry School Training Bulletin No. GT-16. Military Intelligence Bulletins Sept. 1942, Jan. 1943, June 1943, Aug. 1943. Military Intelligence Service, Tactical and Technical Trends No. 23, 22 Apr. 1943; No. 24, 6 May 1943; No. 28, 1 July 1943; No. 29, 15 July 1943; FM 5-31.

Instructional Aids.

Equipment. Use Charts No. 76 and 77; TF 5-954 (running time 27 min.).

Procedure. Conference and Training Film.

1. Instructor introduces film and film is shown.
2. Using charts describe briefly and discuss the employment of:
 - a. German Shrapnel "S" mine.
 - b. Italian antipersonnel mine.
3. Discuss marking by the Axis armies of their booby trap and antipersonnel mine installations.

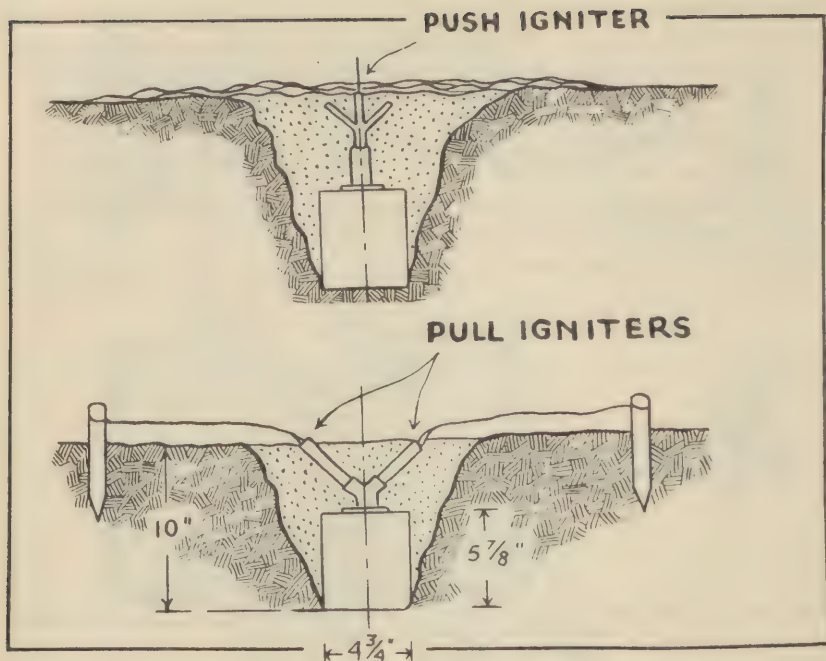


Chart No. 76. German "8" type antipersonnel mine.

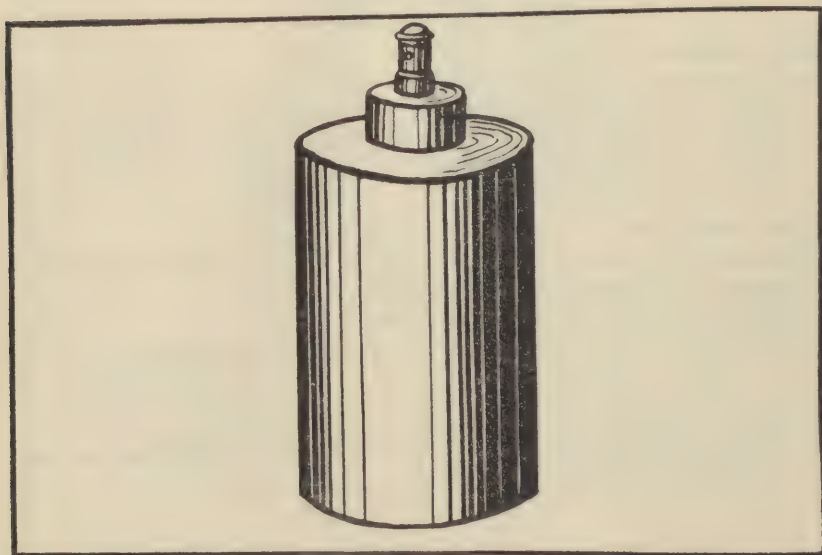


Chart No. 77. Italian antipersonnel mine.

ANTIPERSONNEL MINES AND BOOBY TRAPS

(Demonstration)

Fourth Period: Two Hours**Place.** Demonstration area.**Text References.** FM 5-31 incl. C-2, Mar. 1942; TC 29 WD 1942. All previous references.**Instructional Aids.****Personnel.** Instructor and demonstration crew.**Equipment.** Firing device standard and improvised, firecrackers and explosives (real), bayoneted rifles, mine detectors, probing rods, pitchforks.**Transportation.** One jeep.**Procedure.** Conference and Demonstration.

1. The class is comfortably seated in an elevated location giving an unobstructed view of a semicircular demonstration area which gives the appearance of a battle zone; damaged equipment, transportation, etc.
2. The instructor explains very briefly the purpose of the demonstration:
 - a. Illustration of principles and technique of installation.
 - b. Principles and technique of detection.
 - c. Common errors and their effects.
3. An installation group of demonstrators burdened with equipment appears from one side of area. These men should be dressed to simulate Axis troops. The non-commissioned officer issues an order and the group disperses to install antipersonnel mines and booby traps, most real, some dummies.

One group closest to the class, installs in succession several different types of devices both standard and improvised. Meanwhile the instructor describes the activities of this one group concurrently with the action. He points out principles of employment, psychology involved, technique of the installation, means to conceal the presence of the device and finally the method used to mark the area as a warning to their own succeeding troops.

4. A detector group of demonstrators dressed as American soldiers appear from same direction as did the Axis troops. They exercise the proper methods of approach to an unknown area. The non-com in charge discovers the markings left behind by the Axis group and gives orders to the detector group who proceed in the slow, laborious, proper manner to search out and neutralize or destroy the installed devices. Meanwhile the instructor describes, concurrently with the action, the proper methods of detection and neutralization of those devices closest to the class, (installation previously described by the instructor).
5. As the instructor has about finished describing the above, "Joe the Jerk" appears in a jeep, forges recklessly into the ruined area and explodes, with a loud report, an installation. He becomes confused

and dismounts hurriedly, running aimlessly about. He carelessly explodes another which knocks him to the ground and the demonstration is concluded.

Note. A half stick of dynamite may be exploded behind a low wall of sandbags quite safely and if covered with dry sifted earth makes a very impressive and realistic display.

Infantry School Training Bulletin No. GT-16, Sec. IX gives methods of using explosives safely in the training use of booby traps.

ANTIPERSONNEL MINES AND BOOBY TRAPS

(Field Exercise)

Fifth Period: Two Hours

Place. Field Training area, preferably in the Village Fighting Area.

Text References. All previous references.

Instructional Aids.

Equipment. That used in fourth period, AP mines and booby traps, less the jeep.

Procedure. Conference and Application.

1. The class is divided into two halves. One half is to install the devices the other half is to attempt to find and neutralize the devices without exploding them.
2. One half the class starts 2 hours ahead of the remainder and installs under the close supervision of the assistant instructors numerous real and dummy antipersonnel mines and booby traps of the various types. Each squad of the installation group will be required to prepare a meticulous record (on a mimeographed sketch to save time) of each installation they prepare. Assistant instructors are to exercise sufficient control and instruction to prepare an adequately difficult "set-up."
3. The second half of the class equipped with detection and neutralization apparatus (rods, bayonets, pitchforks, nails for safety pins) is started at one edge of the prepared area and given the mission of working their way through the area and rendering it safe for untrained personnel to traverse.
4. Require each detection squad to accurately record (on mimeograph sketches of the area) each installation they find and neutralize, and each one they detonate accidentally. Assistant instructors are to assist in giving technical advice and checking so that records are accurately maintained.
5. The records of installation will be checked against the records of detection by the assistant instructors and all undiscovered devices removed.

Note. It is in this exercise that small paper cup containers of water soluble dye solution placed over firecracker explosives will be most effective in unmistakably marking the unwary and inept.

ANTIPERSONNEL MINES AND BOOBY TRAPS

(Review)

Sixth Period: One Hour**Place.** Theatre.**Text References.** All previous references.**Instructional Aids.**

Equipment. Charts No. 62 to 77 incl.; TF 21-1025 (running time 15 min.). Equipment previously used.

Procedure. Oral Quiz and Training Film.

1. For the initial 30 minutes the instructor displays a chart, illustration or the actual device and calls upon a student to identify the item and tell what it is used for or to describe the principles illustrated by a chart picture.

Cover the following:

- a. All standard U.S. firing devices.
- b. A few improvised firing devices.
- c. U.S. antipersonnel mines M2 and M3.
- d. German and Italian antipersonnel mines.
- e. Outstanding principles of employment and psychology of use.

2. Introduce and show TF 21-1025.

Note. During quiz session allow a reasonable number of questions.

MINES AND MINE FIELDS

Purpose and Scope. This instruction is intended to acquaint Medical Department enlisted men with the purpose of antitank mines; their appearance, and how they are used by our own troops and by the enemy. The instruction also includes information relative to the detection and removal of mines. The marking of mine fields and methods of passing through such areas is also discussed.

There are many occasions in battle when Medical Troops must pass through friendly and enemy mine fields in the transportation of the sick and wounded on foot and in motor vehicles. Respect for the dangers of mines, and training in how to avoid them, will result in a reduction in the number of casualties among medical department personnel and personnel being transported for treatment.

Actual Time Allotted. 8 hours.

Text References. FM 5-25; FM 5-35; FM 21-105; TM 11-1122. FS 5-15. Part II—Hasty Mine Fields; FS 5-23, 5-24, 5-25, 5-26; FM 5-31; TF 5-2039; FB 76, Enemy Mines in Tunisia. Intelligence Bulletin Vol. 1, No. 1, October 1942, "Breaking Trails through Minefields (German). Tactical and Technical Trends (MIS) Nos. 13, 15, 16, 17, 18, 23, 25, 26, 27, 28, 29, 30. TC 14, WD 1943; TC 20, WD 1943.

Methods of Instruction. Lecture, Conference, Demonstration, Group performance.

Standards of Proficiency. The individual enlisted man to:

1. Know how antitank mines are detonated.
2. Know how mines are laid.
3. Know how mines are located.
4. Be able to traverse a marked path through a minefield.
5. Recognize an area of probable enemy mining.
6. Realize the dangers of traversing a strange portion of terrain.
7. Recognize cleared lanes through a mine field and be able to pass through them.

MINES AND MINE FIELDS

(Antitank Mines)

First Period: One Hour

Place. Classroom.

Text References. FM 21-105, Fig. 107, Par. 60; FM 5-31, Par. 24; FM 5-25, Pars. 58-78, inc.; TC No. 20, WD 1943, Sec. II; FM 5-35, Fig. 239.

Instructional Aids.

Equipment. Dummy antitank mine M-1. FS 5-23, Antipersonnel Mines, Part III.

Procedure. Conference and Demonstration.

1. Differentiate between antitank mines and mine warfare.
2. Explain construction of antitank mine.
3. Describe operation of the mechanism which detonates antitank mines.
4. Describe anti-personnel mines (using FS 5-23).

MINES AND MINE FIELDS

(Friendly Mine Fields)

Second Period: One Hour

Place. Theatre or suitable classroom.

Text References. FM 21-105, Pars. 60-61, Fig. 108; FM 5-31, Pars. 23-38, incl.; TC No. 20, WD 1943; FM 5-35, Par. 140, Figs. 240, 241.

Instructional Aids.

Equipment. Use Chart No. 78; FS 5-25, "The Deliberate Mine Field, Part IV"; FS 5-15, "Hasty Mine Fields, Part II."

Procedure. Conference and Demonstration.

1. Describe typical mine fields.
2. Describe method of laying mine fields.
3. Discuss concealment of mine fields.
4. Show visual aids listed above.

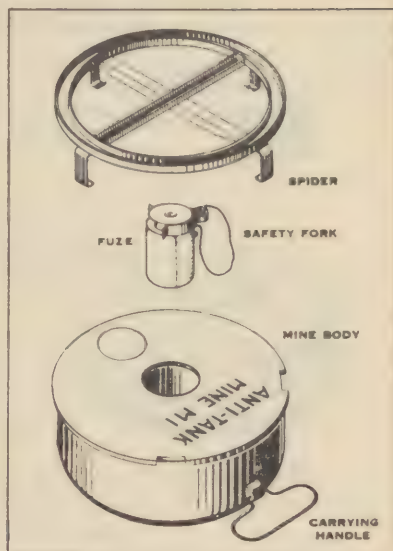


Chart No. 78
U. S. Antitank Mine

MINES AND MINE FIELDS

(Enemy Mines)

Third Period: One Hour

Place. Classroom or outdoor area.

Text References. Tactical and Technical Trends No. 18, "Italian Variable Pressure Mine"; Tactical and Technical Trends No. 15, "Another German Booby Trap"; Tactical and Technical Trends No. 23, "German S-Mine Combined with Teller Mine"; Tactical and Technical Trends No. 28, "Electric Igniter for S-Mines"; Tactical and Technical Trends No. 25, "Wooden Mines"; TC No. 14, WD 13 February 1943.

Instructional Aids.

Equipment. Use Charts No. 79 and 80.

Procedure. Conference and Demonstration.

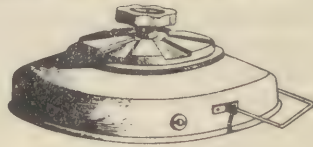
1. Description of various types of enemy mines.
2. Methods of detonating enemy mines.

10. GERMAN TELLERMINES

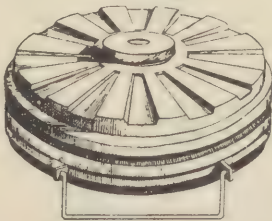
In the last issue of Tactical and Technical Trends (No. 28, p. 15), the four known German Tellermine (antitank mines), known as Tellermine Nos.



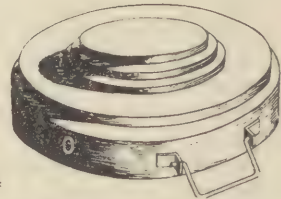
No. 1



No. 2



No. 3



No. 4

Chart No. 79

German Antitank Mine

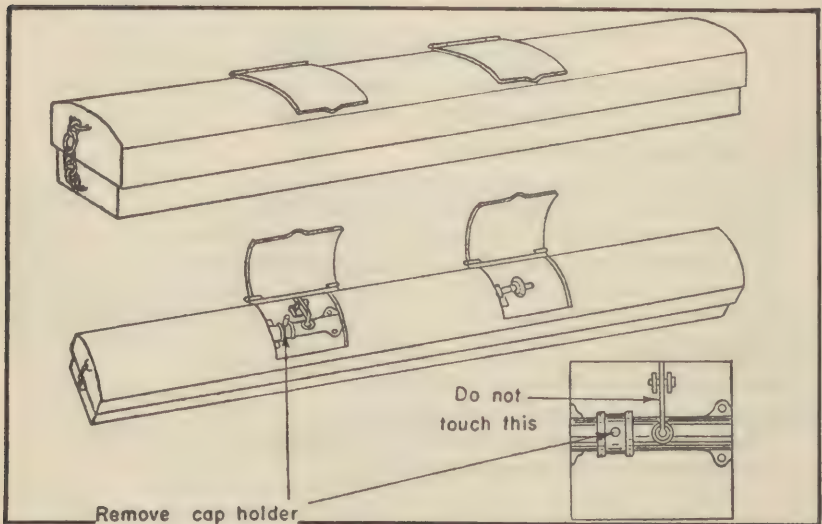


Chart No. 80

Italian Antitank Mine

MINES AND MINE FIELDS

(Enemy Mine Fields)

Fourth Period: One Hour**Place.** Classroom.**Text References.** Tactical and Technical Trends No. 13 "Notes on Minefields in Egyptian Operations," No. 16 "Italian Minefields in North Africa," No. 18 "Minefields in North Africa," No. 27 "Laying of Enemy Large Protected Minefields."**Instructional Aids.** None.**Procedure.** Lecture and Conference.

1. Describe typical enemy mine fields.
2. Describe locations in which they are likely to be found.
3. Enumerate types of mines used and usual distribution in mine fields.

MINES AND MINE FIELDS

(Passing of Mine Fields)

Fifth Period: One Hour**Place.** Theatre.**Text References.** TM 11-1122, Pars. 1-19 (U. S. Mine Detection); Technical and Tactical Trends No. 24, "Mine-Locating Instruments (German)"; TC No. 14 WD 1943; TF 5-2039.**Instructional Aids.****Equipment.** FB 76 "Enemy Mines in Tunisia."**Procedure.** Conference and Demonstration.

1. Describe methods of mine detection.
2. Describe operation of mine detection apparatus.
3. Using FB 76, demonstrate enemy mine detection and removal.

MINES AND MINE FIELDS

(Passing of Mine Fields)

Sixth Period: One Hour**Place.** Demonstration area.**Text Reference.** TC 14 WD 1943.**Instructional Aids.****Personnel.** Engineer Squad (Improvised per TC No. 14 WD 1943).**Equipment.** Mine detectors (imitation models); mines (dummies). Tracing tape and improvised wire staples; wood stakes (6 ft.); white cloth flags (1 ft. square).**Procedure.** Demonstration. Have the squad demonstrate:

1. Use of mine detector apparatus.
2. Precautions in removal of located mines.
3. Marking of a cleared lane.
4. Precautions in passing through a mine field.

MINES AND MINE FIELDS
(Passage of Mine Fields—Application)
Seventh Period: Two Hours

Place. Demonstration area.

Text Reference. TC 14 WD 1943.

Instructional Aids.

Personnel. As prescribed for day clearing of 24-ft. gap (see TC No. 14 WD 1943).

Equipment. Tracing tape; improvised wire staples; wood stakes (6 ft.); white cloth flags (1 ft. square); imitation mine detectors.

Transportation. Ambulances and trucks to accommodate the class.

Procedure. Group performance method.

1. A small mine detecting and removing party precedes each group, simulating removal of mines. The taped areas should be in place prior to the arrival of the class. A group of drivers and guides are picked at random from the class and are instructed to pass through the simulated mine field. The remainder of the class will observe and note errors.
2. A critique should be held for the purpose of discussing errors noted.

INFILTRATION COURSE

Purpose and Scope. Every soldier destined for overseas service must be trained mentally for the shock of battle. So far as practicable, he must be subjected to every sight, sound and sensation of battle. He must be trained to act calmly and with sound judgment regardless of noise, confusion, and surprise. The purpose of this instruction is to simulate battle conditions as closely as possible. In a way infiltration course training is in the nature of a comprehensive examination covering many field subjects.

Actual Time Allotted. 2 hours.

Text References. WD Memo No. S 350-26-43, April 25, 1943; FM 21-45, Par. 34.

Methods of Instruction. Conference, Demonstration and Application.

Standard of Proficiency. Each man to be able to traverse the infiltration course rapidly with no errors in crawling, rolling, or in traversing barbed wire.

The soldier should know:

1. How to traverse the infiltration course rapidly with no errors in crawling, rolling, or in traversing barbed wire.
2. The sounds of overhead fire and explosive charges.

INFILTRATION COURSE

First Period: One Hour

Place. Classroom and training area.

Text References. WD Memo No. S 350-26-43, April 25, 1943; FM 21-45, Par. 34.

Instructional Aids.

Personnel. Officers—1 (Instructor in charge); Enlisted men—1 (Demonstrator).

Equipment. Use Chart No. 81, "Diagram Infiltration Course."

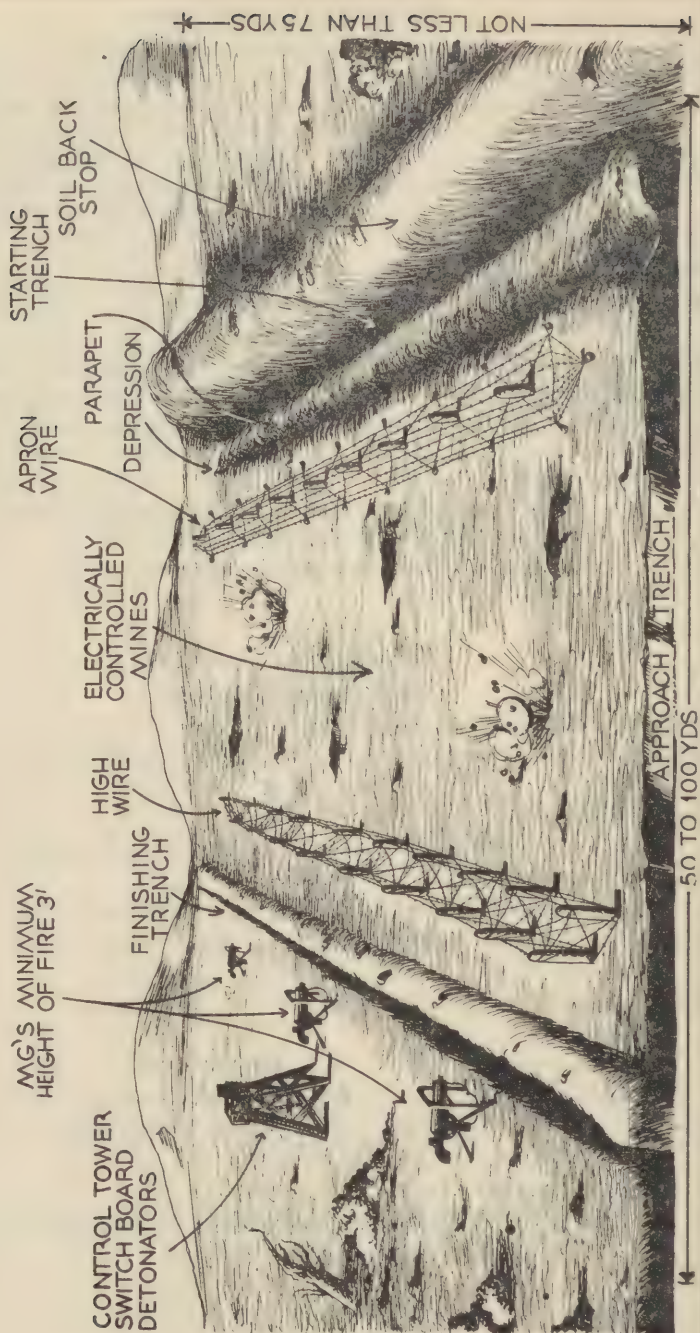
Individual Equipment. Fatigue uniform (Warn men to leave valuables behind).

Procedure. Lecture and Demonstration.

1. Lecture.
 - a. The crawl.
 - b. Description of infiltration course. Demonstrate necessity for crawling, rolling and passing under barbed wire.
2. Demonstrate.
 - a. Rolling.
 - b. Necessity for crawling under barbed wire on one's back.
 - c. Purpose of infiltration course training.

DIAGRAM - INFILTRATION - COURSE

Chart No. 81



INFILTRATION COURSE**Second Period: One Hour****Place.** Infiltration Course.**Text References.** WD Memo No. S 350-26-43, April 25, 1943; FM 21-45, Par. 34.**Instructional Aids.****Personnel.** Officers—Sufficient to operate course and control class**Equipment.** Infiltration course .**Individual Equipment.** Helmet, Fatigue uniform.**Procedure.** Application and Discussion.

1. Unit to traverse infiltration course.
2. Discussion of individual errors and general errors.

MAP AND AERIAL PHOTOGRAPH READING (ELEMENTARY)

Purpose and Scope. 1. The purpose of this course is to instruct selected men in the principles of maps and map reading, and in aerial photograph reading.

2. Scope. a. Map reading. Conventional signs; military grid system; distances; direction; elevation; terrain analysis; practical use in the field; orientation and location.

b. Aerial photograph reading. Identification and interpretation of terrain features; scales and orientation.

Actual Time Allotted. 12 hours.

Text References. FM 21-26; FM 21-30; FM 21-25; FM 21-100 Ch. 12; TF 7-233.

Methods of Instruction. Conference, Demonstration and Practical Exercise.

Standards of Proficiency. Each man must have knowledge of the following information and procedures:

1. How to interpret the conventional signs on topographical maps and be able systematically to locate points.
2. Be able to read and interpret aerial photographs and special military aerial maps.
3. How to read, write, and interpret military symbols and authorized military abbreviations.
4. Stake out tactical situations and operations on a map.
5. How to estimate range on the ground by using maps.
6. How to determine which routes of march to take, the time and distance of marches, and predetermine where a body of troops will be at a given time.
7. How to determine where the high ground and the low ground are in a particular area by reading a map.
8. How to determine where to place troops and installations with only a map as a guide (map reconnaissance); emphasis being placed on interpretation of a map with reference to defilade, cover, possibilities for concealment, water, existing and proposed traffic arteries.
9. How to determine accurately in which direction terrain features and installations lie with reference to the person using the map, and the relationship of one object to another on the map.
10. How to use a compass to determine direction, aids in finding direction, how to march accurately in a particular direction in daylight and at night; how to determine one's location by means of a compass or by map and compass.

MAP AND AERIAL PHOTOGRAPH READING

(Conventional Signs and Locations)

First Period: One Hour

Place. Classroom.

Text References. FM 21-25, Pars. 3-6, 23, 24; FM 21-30. Chaps. 2 and 5; FM 21-26, Par. 33-38.

Instructional Aids.

Equipment. Use Charts No. 82, 83 and 84; blackboard; chalk and erasers; topographical map, 3" = 1 mile; large size coordinate scale.

Individual Equipment. One topographical map, 3" = 1 mile; one coordinate scale; one masonite lapboard, 20" x 16"; thumb tacks; pencil and paper.

Procedure. Conference.

1. Topographical map, 3"=1 mile.
 - a. Definition.
 - b. Classification.
 - c. Uses.
 - d. Conventional signs and military symbols.
 - e. Military grid system.
 - (1) Location of points by means of coordinates.
 - (2) Use of coordinate scale.
 - (3) Writing of coordinates.
2. Practical Exercise. Location of points by means of coordinates.
3. Questions on material covered during period.

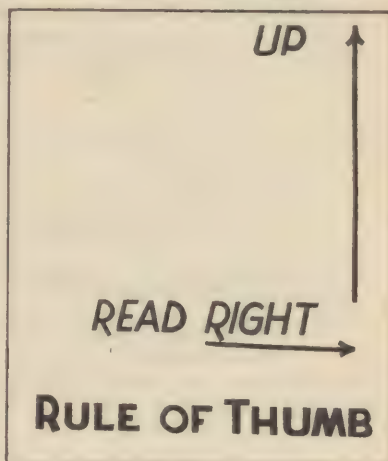


Chart No. 82. Coordinates

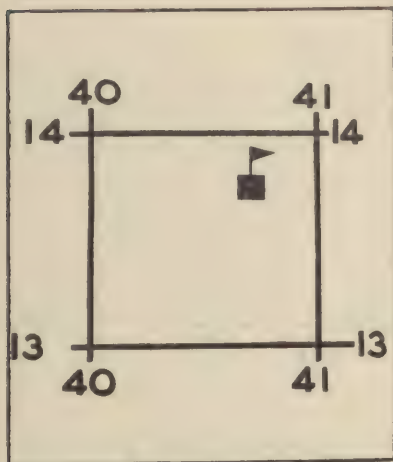


Chart No. 83. Coordinates

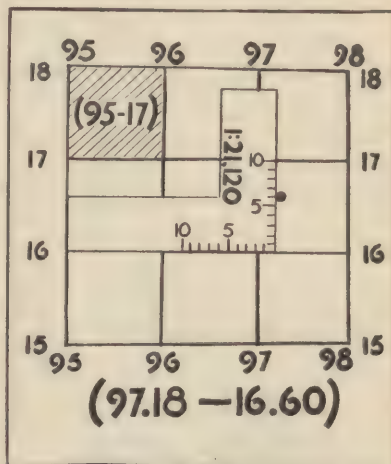


Chart No. 84. Coordinates

MAP AND AERIAL PHOTOGRAPH READING

(Conventional Signs and Locations)

Second Period: One Hour

Place. Classroom.

Text References. Same as first period.

Instructional Aids.

Equipment. Use Charts No. 85, 86 and 87; blackboard; chalk and erasers; topographical map, 3" = 1 mile; topographical map, 1" = 1 mile; large size coordinate scale.

Individual Equipment. One topographical map, 3" = 1 mile; one topographical map, 1" = 1 mile; one coordinate scale; one masonite lapboard, 20" x 16"; thumb tacks; pencil and paper.

Procedure. Conference.

1. Review:
 - a. Coordinates, 3" map.
 - b. Location of coordinate square, 1" map.
 - c. Coordinates of points, 1" map.
 - d. Locations of points by means of coordinates, 1" map.
2. Questions on material covered during period.

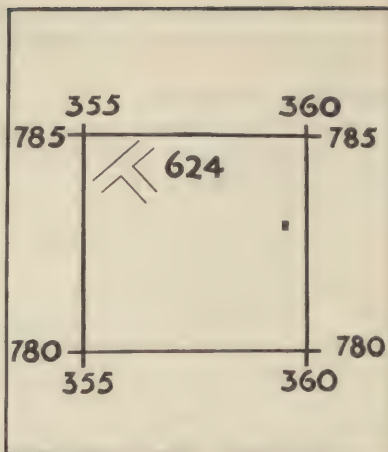


Chart No. 85. Coordinates

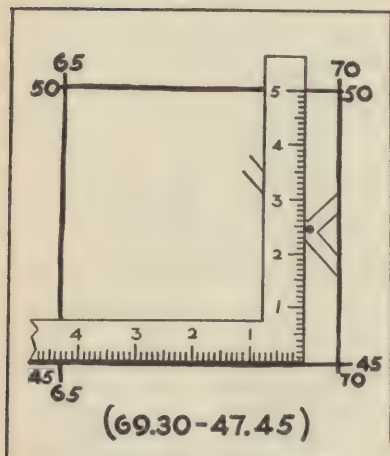


Chart No. 86. Coordinates

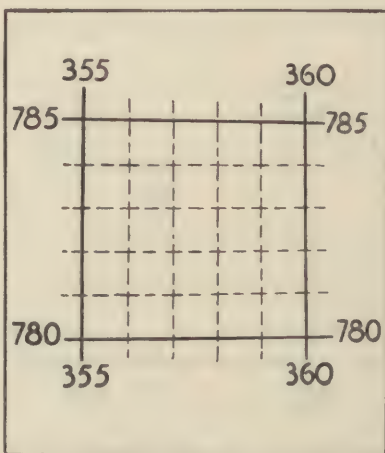


Chart No. 87. Coordinates

MAP AND AERIAL PHOTOGRAPH READING

(Scales and Distances)

Third Period: One Hour

Place. Classroom.

Text References. FM 21-25 Pars. 8, 9 and 10; FM 21-26, Pars. 10-15.

Instructional Aids.

Equipment. Use Chart No. 88; Topographical map, 3" = 1 mile; blackboard; chalk and erasers.

Individual Equipment. One topographical map, $3'' = 1$ mile; lap-board; pencil and paper.

Procedure. Conference and Practical Exercise.

1. Conference.
 - a. Marginal information.
 - b. Scales defined.
 - c. Use of scales.
 - (1) Graphic scales.
 - (2) Representative fraction.
2. Practical Exercises.
 - a. Distance measurements, by use of graphic scale.
 - b. Determination of road distances.
3. Questions on material covered during period.

MAP SCALES

I-REPRESENTATIVE FRACTION

$$1:21120 \quad \frac{1}{21120} \quad \frac{1}{21120}$$

II-WORDS AND FIGURES

$$3 \text{ INCHES} = 1 \text{ MILE}$$

III-GRAPHICALLY



Chart No. 88. Scales

MAP AND AERIAL PHOTOGRAPH READING

(Direction)

Fourth Period: One Hour

Place. Classroom.

Text References. FM 21-25, Pars. 11 through 20; FM 21-26, Pars. 16-28.

Instructional Aids.

Equipment. Use Charts No. 89, 90, 91, 92, 93, 94, 95 and 96; topographical map, $3'' = 1$ mile; large protractor; blackboard; chalk and eraser; TF 7-233, "Determining Direction in the Field" (running time 9 min.).

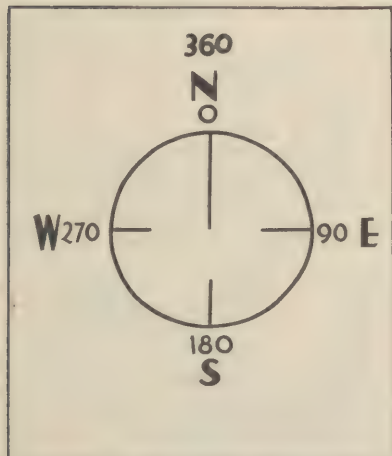


Chart No. 89. Direction

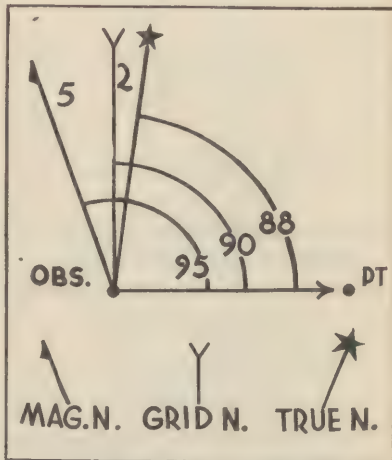


Chart No. 90. Direction

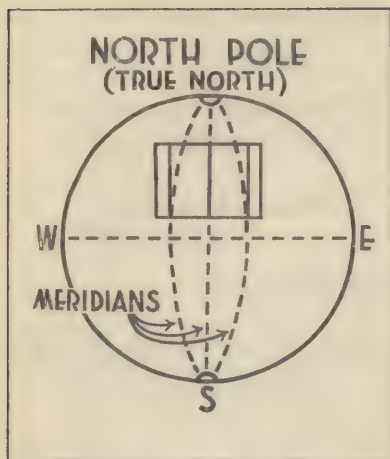


Chart No. 91. Direction



Chart No. 92. Direction

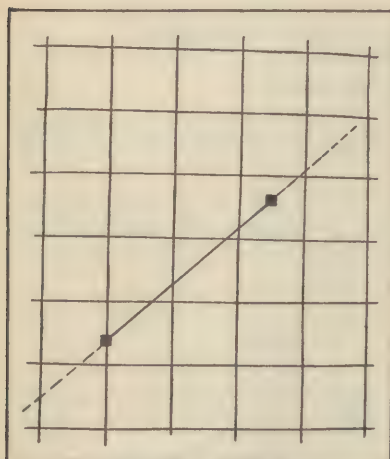


Chart No. 93. Direction

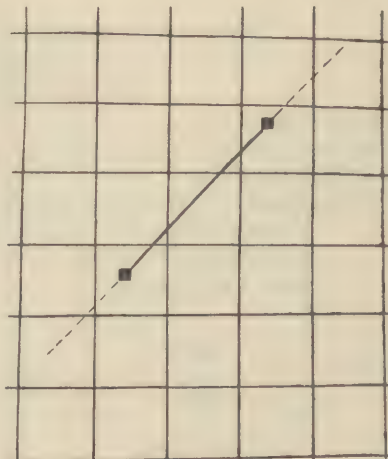


Chart No. 94. Direction

Individual Equipment. One topographical map, 3" = 1 mile; protractor; lapboard; pencil and paper.

Procedure. Demonstration and Conference.

1. Show Training film.
2. Conference.
 - a. Grid azimuth.
 - b. Magnetic azimuth.
 - c. True azimuth.
 - d. Marginal information.
3. Demonstration. Measurement of azimuth with protractor.
4. Practical Exercise. Measurement of azimuth on a map.
5. Questions on material covered during period.

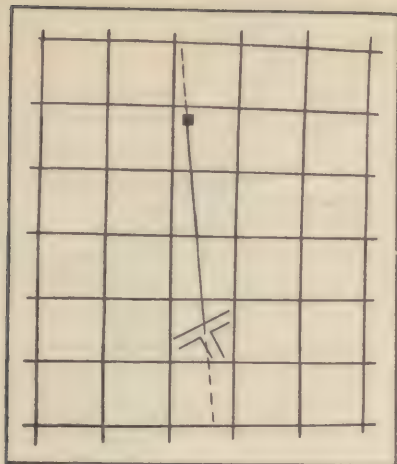


Chart No. 95. Direction



Chart No. 96. Direction

MAP AND AERIAL PHOTOGRAPH READING

(Direction, Use of the Compass)

Fifth Period: One Hour

Place. Classroom.

Text References. FM 21-25, Par. 38.

Instructional Aids.

Equipment. Use Charts No. 97, 98, 99 and 100; Topographical map, 3" = 1 mile; compass; blackboard; chalk and eraser.

Individual Equipment. One topographical map, 3" = 1 mile; one compass (or cardboard training compass); lapboard; paper and pencil; straightedge.

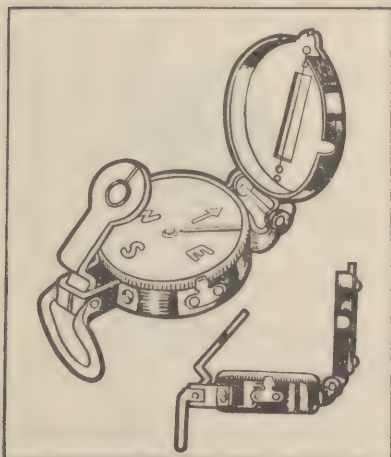


Chart No. 97. Compass

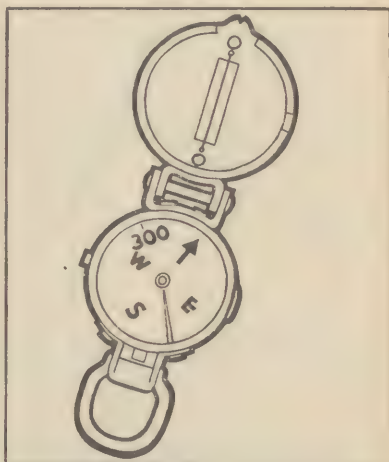


Chart No. 98. Compass

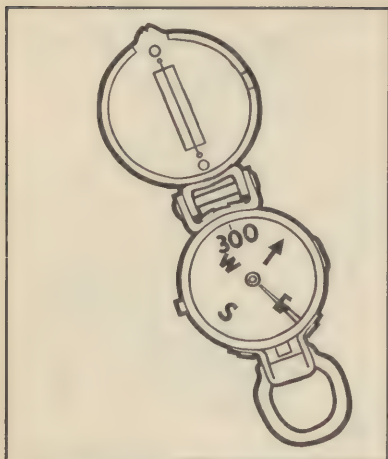


Chart No. 99. Compass

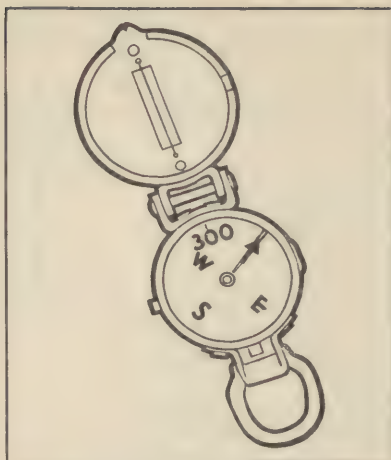


Chart No. 100. Compass

Procedure. Conference and Practical Exercise.

1. Conference.
 - a. Explanation of compass.
 - b. Determination of magnetic north.
 - c. Determination of magnetic bearing between two points.
 - d. Determination of grid azimuth, given magnetic bearing.
 - e. Following a given azimuth at night.
2. Practical Exercise. Determining azimuth.
3. Questions on material covered during period.

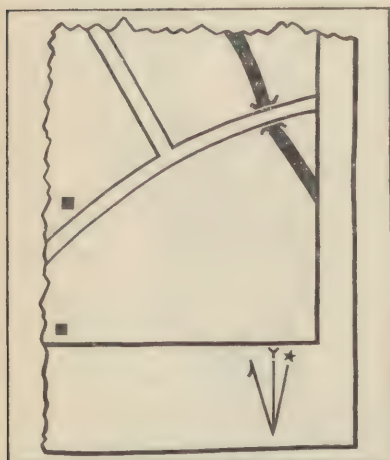


Chart No. 101. Orientation

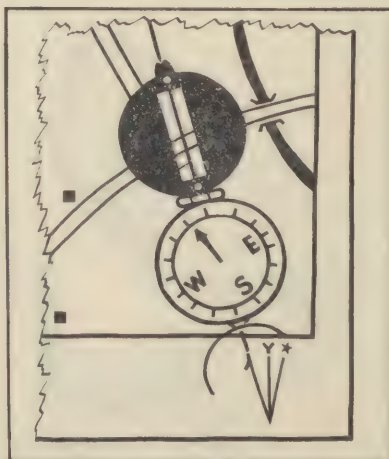


Chart No. 102. Orientation

MAP AND AERIAL PHOTOGRAPH READING

(Orientation)

Sixth Period: One Hour**Place.** Classroom.**Text References.** FM 21-25 Par. 33-35.**Instructional Aids.**

Equipment. Use Charts No. 101, 102 and 103; topographical map, 3" = 1 mile; compass; blackboard; chalk and eraser.

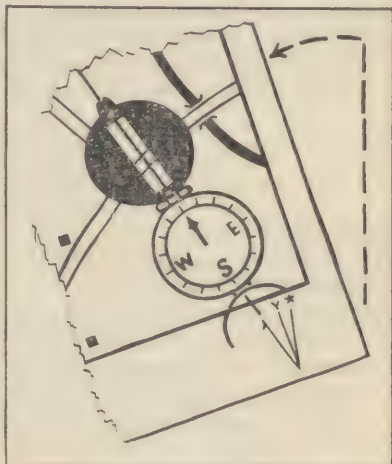
Individual Equipment. One topographical map, 3" = 1 mile; compass; lapboard; pencil and paper; straightedge.

Procedure. Conference, Demonstration and Practical Exercise.

1. Conference and Demonstration.

- a. Orientation of a map by compass.
- b. Orientation of a map by inspection.
- c. Orientation of a map without compass.
- d. Location of one's position on a map.

2. Practical Exercises. Orientation of a map with compass, without compass, by inspection, and location of one's position on a map.
3. Questions on the material covered during the period.

**Chart No. 103. Orientation****MAP AND AERIAL PHOTOGRAPH READING**

(Elevation)

Seventh Period: One Hour**Place.** Classroom.**Text References.** FM 21-25, Pars. 25-32; FM 21-26, Pars. 39 through 48.**Instructional Aids.**

Equipment. Topographical map, 3" = 1 mile; blackboard; chalk and eraser; chart (large sketch of a section of the map the students are using).

Individual Equipment. One topographical map, 3" = 1 mile; lapboard, pencil and paper.

Procedure. Conference and Demonstration.

1. Conference and Demonstration.
 - a. Contour system.
 - b. Elevation of point on contour line.
 - c. Elevation of point between contour lines.
 - d. Elevation along streams.
 - e. Ridge lines and drainage systems.
2. Questions on the material covered during the period.

MAP AND AERIAL PHOTOGRAPH READING

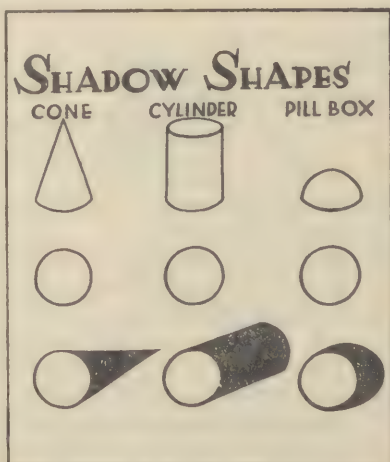
(Day Exercise)

Eighth Period: Two Hours**Place.** Field.**Text References.** Same as fifth and sixth periods.**Instructional Aids.** None.**Individual Equipment.** Lapboard; pencil; practical written exercise; prismatic or lensatic compass.**Procedure.** Practical exercise in map reading. Walk in a given azimuth a specified distance, change azimuth and continue to walk a given distance, again change azimuth so that men return to starting point.**MAP AND AERIAL PHOTOGRAPH READING**

(Night Exercise)

Ninth Period: Two Hours**Place.** Field.**Text References.** Same as eighth period.**Instructional Aids.** None.**Individual Equipment.** Lapboard; pencil; practical exercise; prismatic or lensatic compass; flashlight; raincoat.**Procedure.** Practical exercise in map reading, similar to that of the preceding period except that a different route will be used and that this will be conducted during hours of darkness.**MAP AND AERIAL PHOTOGRAPH READING****Tenth Period: One Hour****Place.** Classroom.**Text References.** FM 21-25, Pars. 39 through 42, 46, 47; FM 21-26, Pars. 61-65, 76-88.**Instructional Aids.****Equipment.** Use Chart No. 104; aerial photograph.**Individual Equipment.** Aerial photograph and lapboard, pencil and paper; coordinate scale.**Procedure.**

1. Conference and Demonstration.
 - a. Identification of terrain features, such as: roads, streams, railroads, vegetation, cultivated fields, buildings, etc.
 - b. Scales.
 - c. Light and shadows.
2. Practical Exercises.
 - a. Identification of terrain features.
 - b. Distance

**Chart No. 104. Aerial Photo**

MARCHES AND BIVOUACS

Purpose and Scope. The purpose of this course is to harden the enlisted man physically so that he may reach his destination at the proper time and in effective condition; to teach the enlisted man how to care for himself on the march, and to carry out his assigned duties whether in bivouac or combat.

Actual Time Allotted. The course covers 72 hours which are distributed over 15 weeks. During the first week, a one-hour conference is given for the purpose of teaching the men correct march technique and the general hygienic and sanitary measures to be observed while on the march or in bivouac. The remaining hours should be devoted to marches during day and night.

Text References. FM 21-10, Chs. 3 and 8; FM 21-25, Ch. 3; FM 21-100, Ch. 11, Sects. I and II; FM 21-45, Chs. 2, 3, 4, 5, and 6; FM 100-5, Chs. 8, 9, and 10; TC No. 87 WD 1942; Cir. No. 95, WD 1943; TF 5-146; TF 7-109; TF 7-110; FS 7-22; FS 8-60.

Training Note. The majority of interruptions to training are caused by minor foot troubles, primarily blisters. The following precautions are therefore of primary importance:

1. A preliminary and periodic inspection by all unit officers of the condition of socks and fitting of shoes.
2. Regular foot inspection by officers after marches.
3. Repeated instruction in the proper care of the feet.

Methods of Instruction. Conference and practical exercises.

Standards of Proficiency.

1. To march at least 25 miles with full field equipment in eight hours.
2. To observe all march technique.
3. To observe all the usual hygienic and sanitary measures while on the march and in bivouac.
4. To apply the general principles of individual defense against air, mechanized, and chemical attack while on the march or in bivouac.
5. To care for himself on, and after completion of, the march.
6. To carry out efficiently his assigned duties.

MARCHES AND BIVOUACS

First Period: One Hour

Place. Classroom.

Text References. All references above.

Instructional Aids.

Personnel. Officer instructor.

Equipment. Use Charts No. 105, 106 and 107.

Procedure. Conference. Conference to include:

1. Importance of physical training.
2. Purpose of marches.
3. Rates and lengths of march.
4. Common march terms.
5. Preparation for the march.

COMMON MARCH TERMS

1. Column (Close and extended)
2. Deployment
3. Dispersion
4. Guide
5. Infiltration
6. Initial Point (I.P.)
7. Rate of March
8. Road Block
9. Advance Guard
10. Rear Guard
11. Flank Guard
12. Billets
13. Bivouac

Chart No. 105

6. Conduct of the march.
7. March and water discipline.
8. March hygiene, particularly care of feet.
9. March sanitation.
10. Protection against air, mechanized, and chemical attack, with appropriate signals.
11. Occupation of bivouac sites.

CARE OF THE FEET BEFORE MARCH

1. CUT TOENAILS SHORT AND STRAIGHT ACROSS
2. PUT ON CLEAN PAIR OF LIGHT WOOL SOCKS.
3. SPRINKLE FOOT POWDER INTO SOCK OR SHOE
4. WEAR NO GARTERS.
5. LACE SHOES FIRMLY BUT NOT TIGHTLY
6. LACE LEGGINGS FIRMLY BUT NOT TIGHTLY.

Chart No. 106

MARCHES AND BIVOUACS

Second Period: Two Hours

Place. Road.

Text References. FM 100-5, Pars. 340-343 incl., 374-398 incl.; FM 21-10, Ch. 8.

Instructional Aids.

Personnel. Platoon leaders.

Transportation. One ambulance per company.

Individual Equipment. Stripped packs.

Procedure. Application.

1. The unit will march 4 miles, observing strict march discipline and the rules of march hygiene.
2. Have a crossroad or road junction marked off to simulate a shell hole. Compel the troops to march around the hole. Call attention to the likelihood of enemy shelling of roads and the necessity of having engineers in advance guards for the purpose of getting all roads cleared in advance of the arrival of troops.
3. Finish with obstacle course, officers demonstrating the technique.

CARE OF THE FEET AFTER MARCH

1. WASH FEET WITH SOAP AND WATER.
2. DRY FEET, ESPECIALLY BETWEEN THE TOES.
3. PUT ON CLEAN SOCKS.
4. PUT ON THE EXTRA PAIR OF SHOES.
5. RUB FEET WITH FOOT POWDER.
6. WASH BLISTER WITH SOAP AND WATER.
PRICK LOWER PART WITH PIN PASSED —
THROUGH FLAME.
DO NOT REMOVE SKIN.
COVER WITH ADHESIVE PLASTER BANDAGE.

Chart No. 107

MARCHES AND BIVOUACS

Third Period: Three Hours

Place. Road.

Text References. FM 100-5, Pars. 255-260 incl., 374-398 incl.; FM 21-10, Ch. 8.

Instructional Aids.

Personnel. Platoon leaders.

Transportation. One ambulance per company.

Individual Equipment. Stripped packs.

Procedure.

1. The unit will march 6 miles.
2. Have a military vehicle partly blocking the road in the direction of the march, and a civilian vehicle facing in the opposite direction. The first represents a disabled military vehicle, the second an abandoned refugee vehicle. Call attention to the necessity for keeping roads cleared at all times for movement of military transport and personnel.
3. Finish with obstacle course.

MARCHES AND BIVOUACS

Fourth Period: Three Hours

Place. Road and cross country.

Text References. FM 100-5, Pars. 374-398 incl.; FM 21-10, Ch. 8.

Instructional Aids.

Personnel. Platoon leaders.

Transportation. One ambulance per company.

Individual Equipment. Full field equipment.

Procedure. Application.

1. The unit will march $6\frac{1}{2}$ miles.
2. First hour: The unit will march $2\frac{1}{2}$ miles via road to a previously reconnoitered area, observing strict march discipline.
3. Second hour. The unit will march $1\frac{1}{2}$ miles cross country.
4. Third hour. The unit will return $2\frac{1}{2}$ miles via road to camp.
5. Finish with obstacle course, stripped packs.

MARCHES AND BIVOUACS

Fifth Period: Three Hours

Place. Roads.

Text References. FM 100-5, Pars. 374-398 incl.; FM 21-10, Ch. 8.; FM 21-45, Pars. 77-78 incl., Ch. 6.

Instructional Aids.

Personnel. Platoon leaders.

Transportation. One ambulance per company.

Individual Equipment. Stripped packs, gas masks.

Procedure. Application.

1. The unit will march $7\frac{1}{2}$ miles. This period should be given after gas mask drill. The unit should be warned that gas is frequently employed against marching columns. Explain the employment of gas sentries on the march and the use of the command, "Gas"
2. Explain what is meant by gas discipline.
3. Review briefly the gasses which may be used by the enemy and the protective measures to be employed. Stress the fact that casualties from chemical agents are relatively few, and that the gas mask is extremely effective defense.
4. Without warning, release tear gas on the troops while marching. Time the interval between the release of the gas and the warning signal. Examine troops for lacrimation after the gassed area has been passed.
5. March the unit, gas masks on, through a smoke screen. When they have passed beyond it, have them look back to note its effectiveness.
6. Critique. Call attention to effectiveness of the gas attack, the number of men gassed, and any mistakes made by the unit.

MARCHES AND BIVOUACS

Sixth Period: Four Hours

Place. Road and cross country.

Text References. FM 100-5, Pars. 374-398 incl.; FM 21-10, Ch. 8; FM 21-45, Ch. 4; FS 4-2; TF 7-109; TF 7-110.

Instructional Aids.**Personnel.** Platoon leaders.**Transportation.** One ambulance per company.**Individual Equipment.** Full field equipment.**Procedure.**

1. The unit will march 10 miles, 6 miles via road at 3 miles per hour; and 4 miles cross country at 2 miles per hour.
2. Strict march discipline and hygiene should be observed.
3. During the march, the men are to practice concealment from hostile air attack. Signals for the simulated attack will be given by the unit instructor. The signal for the men to disperse and take cover will be three short blasts on a whistle, the "All Clear" one long blast. Careful check will be made to see that each individual has made full use of the best available means for cover and concealment. The time for dispersion should be recorded.
4. Explain the functions of advance, rear, and flank guards. Illustrate their use on this march and subsequent marches.
5. Have the men march for twenty minutes wearing gas masks.
6. Finish with obstacle course, stripped packs.

MARCHES AND BIVOUACS**Seventh Period: Four Hours****Place.** Road and cross country.**Text References.** Same as for previous period.**Instructional Aids.****Personnel.** Platoon leaders.**Transportation.** One ambulance per company.**Individual Equipment.** Full field equipment.**Procedure.** Application.

1. The unit will march 11 miles, 7 miles via road at the rate of $3\frac{1}{2}$ miles per hour and at least 4 miles cross country at the rate of 2 miles per hour.
2. During the march, the men will practice concealment from hostile air attack. Signals for the simulated attack will be given by the unit instructor. Careful check will be made to see that each individual has made full use of the best available means for cover and concealment. A comparison of time involved in dispersing during the previous period and this should be made.
3. Gas mask should be worn for at least 15 minutes during the cross country phase.
4. Finish with obstacle course, full field equipment.

MARCHES AND BIVOUACS (NIGHT)**Eighth Period: Five Hours****Place.** Road.**Text References.** FM 100-5, Pars. 374-398 incl.; FM 21-10, Ch. 8; FM 21-45, Ch. 6.**Instructional Aids.****Personnel.** Platoon leaders.

Transportation. One ambulance per company.

Individual Equipment. Full field equipment.

Procedure. Application.

1. The unit will march 12 miles under cover of darkness, the hour for starting depending upon the time of year. Strict march discipline and march hygiene will be observed.
2. Repeat the gassing of the column.

MARCHES AND BIVOUACS

Ninth Period: Five Hours

Place. Road.

Text References. FM 100-5, Pars. 374-398 incl.; FM 21-10, Ch. 8; FM 21-45, Pars. 102-109; TF 5-146.

Instructional Aids.

Personnel. Platoon leaders.

Transportation. One ambulance per company.

Individual Equipment. Full field equipment.

Procedure. Application.

1. The unit will march 16 miles.
2. For the first two hours, the march rate will be 4 miles per hour.
3. Emphasis will be placed on defense against mechanized attack, full use being made of dispersion and concealment. If possible, arrange for an armored vehicle to attack the column; otherwise simulate such a vehicle with a truck.
4. Men will wear gas masks for twenty-five minutes.

MARCHES AND BIVOUACS

Tenth Period: Six Hours

Place. Cross country.

Text References. FM 100-5, Pars. 374-378 incl.; FM 21-10, Ch. 8; FM 21-25.

Instructional Aids.

Personnel. Platoon leaders.

Equipment. Compass.

Individual Equipment. Stripped packs, compass, "K" ration.

Procedure. Conference and Application.

1. A brief discussion should be given on the use of compasses and azimuth direction.
2. A cross country march of 6 hours will be taken by platoons, conducted on an azimuth direction for a specified distance. **Example:** Proceed about one and one-half miles on magnetic azimuth 275° and then proceed on magnetic azimuth 80° for one-half mile, etc. The route should be planned for all platoons to terminate at a common point.
3. Distance can be measured by counting strides. Selected men should be used as platoon and assistant platoon leaders.
4. Supervision by the unit instructor should be continuous throughout the exercises.
5. During luncheon hour, proper sanitary measures should be observed.
6. On return to camp, the unit should go over the obstacle course.

MARCHES AND BIVOUAC (NIGHT)**Eleventh Period: Six Hours**

Place. Cross country.

Text References. See references for tenth period.

Instructional Aids.

Personnel. Platoon leaders.

Equipment. Compass.

Individual Equipment. Stripped packs, compass, "K" ration.

Procedure. Conference and Application.

1. A brief discussion should be held on the use of compasses at night and on azimuth direction.
2. The march should start at dusk, strict march hygiene being observed.
3. This march should be conducted on an azimuth for a specified distance. Example: Proceed one and one-half miles on magnetic azimuth 275° and then proceed on magnetic azimuth 80° for one-half mile, etc. The route should be planned so all platoons will terminate at a common point.
4. Distance can be measured by counting strides. Selected enlisted men should be used as platoon and assistant platoon leaders.
5. Supervision by the unit instructor should be continuous.
6. During the rest for consumption of the "K" ration before returning to camp, strict sanitary measures should be observed.

MARCHES AND BIVOUACS**Twelfth Period: Seven Hours**

Place. Road.

Text References. FM 21-10, Ch. 8; FM 100-5, Pars. 374-398 incl.; TC No. 87, WD 1942; WD Cir. No. 95, 1943.

Instructional Aids.

Personnel. Platoon leaders.

Transportation. One ambulance per company. One ½-ton truck and 250 gallon water-trailer.

Individual Equipment. Full field equipment; "K" ration.

Procedure. Application.

1. The unit will march 18 miles.
2. Schedule follows:
 0900. Leave area. March and doubletime to reach a march rate of 4½ miles per hour.
 1100. Arrive at bivouac site.

Security and other measures:

 - a. Selection of bivouac site for each platoon.
 - b. Instruction and posting of sentries on guard immediately on arrival.
 - c. Digging of foxholes.
 - d. Erection of shelter tents.
 - e. Camouflaging of shelter tents.
 - f. Erection of sanitary installations.
 - g. Anti-noise measures adopted.
 - h. No fires that emit smoke allowed.

- i. Gas alarm sounded and gas masks worn at least 15 minutes during occupation of bivouac site.
1230. Luncheon—"K" ration for all officers and men. During luncheon, air raid alarm sounded on approach of real or simulated planes.
1330. Break camp.
1400. Return march. Rate: 3 miles per hour.
1700. Arrive at camp.

MARCHES AND BIVOUACS

Thirteenth Period: Seven Hours

Place. Road.

Text References. FM 100-5, Pars. 374-398 incl., and Sec. V, Ch. 10; FM 21-10, Ch. 8; TC No. 87, WD Cir. No. 95, 1943.

Instructional Aids.

Personnel. Platoon leaders.

Transportation. One ambulance per company. One $\frac{1}{2}$ -ton truck and 250 gallon water trailer.

Individual Equipment. Full field equipment, "K" ration.

Procedure. Application.

1. Unit will march 18 miles.
2. Unit will march and double-time to cover the first 7 miles without a halt. After the halt, the unit should not march further than 2 miles at the rate of 2 miles per hour.
3. During the noon hour, instructors will check carefully the men's condition, particularly their feet.
4. The return march will be made at the rate of 3 miles per hour.
5. Gas masks will be worn for thirty minutes in afternoon.
6. Strict discipline of every kind will be observed. Particularly watch for stragglers and breaches of water discipline.

MARCHES AND BIVOUACS (NIGHT AND DAY)

Fourteenth Period: Eight Hours

Place. Road and cross country.

Text References. All previous references.

Instructional Aids.

Personnel. Platoon leaders.

Transportation. One ambulance per company. One $\frac{1}{2}$ -ton truck and 250 gallon water trailer.

Individual Equipment. Full field equipment, "C" ration, "K" ration.

Procedure. Application.

1. If possible, this period should be combined with a tactical exercise. Troops will march 22 miles.
2. Suggested schedule:
 0200. Reveille. Troops eat "C" ration cold, break camp, and form for march.
 0300. March starts, to continue until 0700. The march should be conducted via road at the rate of 4 miles per hour for 4 hours.

0700. "K" ration. Sanitary discipline observed.

0800. March for three hours via road and cross country at the rate of 2 miles per hour.

1100. Arrive at camp.

3. During last 3 hours subject troops to mechanized attack and to air attack with planes using one pound flour bags.
4. Wear gas masks for 30 minutes.
5. Watch for stragglers.

Note: March rate will vary according to terrain, time of year, and weather conditions, but, in general, instructors should comply throughout with the spirit of TC No. 87, WD 1942.

MARCHES AND BIVOUACS

Fifteenth Period: Eight Hours

Place. Road.

Text References. All previous references.

Instructional Aids.

Personnel. Platoon leaders.

Transportation. One ambulance per company. One $\frac{1}{2}$ -ton truck and 250 gallon water trailer.

Individual Equipment. Full field equipment, "K" ration.

Procedure. Application.

1. Unit will march 25 miles in 8 hours in compliance with TC No. 87, WD 1942.
2. Unit will march 16 miles the first 4 hours.
3. Between fourth and fifth hours, serve "K" ration. Sanitary discipline should be strictly observed. Check condition of men.
4. From the sixth through the eighth hour, march 9 miles at the rate of 3 miles per hour.
5. Gas troops without warning.
6. Subject troops to brief air and mechanized attacks.
7. Upon returning, check the men's condition very carefully.

NIGHT OPERATIONS

Purpose and Scope. The purpose of this course of instruction is to acquaint enlisted men with orientation in the field at night, the proper conduct of night operations and the requirements peculiar to night operations such as difficulties incident to night movement, importance of discipline and control.

Actual Time Allotted. 52 hours.

Text References. FM 8-10; FM 21-45; FM 25-10; FM 100-5; TC 44 and 55 WD 1942; TF 7-233, 7-275, 11-557.

Methods of Instruction. Conference, Demonstration and Application. A maximum of the student's time will be devoted to application. The barest minimum possible to explanation.

Instruction in night operations will be correlated very closely with the current and previous daytime instruction, utilizing all the knowledge gained during the day plus the additional necessary knowledge applicable specifically to night activity. Much of the training and applicatory periods devoted to night operation will serve as repetition of day activity with the added stimulus of the difficult requirements for night technique.

Methods and technique should be emphasized throughout, rather than to allow the training to develop into tactical exercises or maneuvers.

During the various orientation conferences the following training films, if not previously shown in other courses, should be utilized: TF 7-233 (running time 9 min.); TF 7-275 (running time 39 min.); TF 11-557 (running time 20 min.).

Standards of Proficiency. Each medical department soldier to know how to carry out his assigned duties under cover of darkness with a minimum of confusion and delay, to include:

1. Ability to function efficiently as an individual at night.
2. Ability to function efficiently as a member of a team during night operations.
3. A definite understanding of operations at night to include scouting and patrolling, marching, living in the field under restricted lighting conditions, functions of medical installations under blackout conditions.

NIGHT OPERATIONS

(Introduction)

First Period: One Hour

Place. Classroom.

Text References. FM 100-5, Chap 12, Sec. III.

Instructional Aids.

Equipment. Use Charts No. 108 and 109.

Procedure. Conference.

1. Describe briefly a highly successful current war night operation.
2. Discuss with the aid of charts the following general principles of night combat.
 - a. Decrease in effectiveness of fire.
 - b. Increase in importance of close combat.

- c. Difficulty in movement.
- d. Difficulty in troop leading.
- e. Difficulty in maintenance of direction.
- f. Difficulty in communications.
- g. Purpose of night attacks.
- h. Prerequisites to successful night attack.
- i. Necessity of instruction of subordinate commanders down to junior non-commissioned officers.
- j. Defense.
- k. Raids.
- 3. Tie in the above instruction with the supporting function of the medical department.

CHARACTERISTICS NIGHT COMBAT

- 1. DECREASE IN EFFECTIVENESS OF FIRE
- 2. INCREASE IN IMPORTANCE, CLOSE COMBAT
- 3. DIFFICULTY IN:
 - A. MOVEMENT
 - B. COMMAND
 - C. MAINTENANCE OF DIRECTION
 - D. COMMUNICATION

Chart No. 108

ATTACKS ^{AT} NIGHT

1. PURPOSE

- A. COMPLETE OR EXPLOIT SUCCESS
- B. GAIN TERRAIN IMPORTANT FOR DAY ATTACKS
- C. AVOID LOSSES

2. REQUIREMENTS ^{FOR} SUCCESS

- A. SIMPLE PLAN
- B. CAREFUL PREPARATION
- C. SECRECY
- D. SURPRISE

Chart No. 109

NIGHT OPERATIONS

Second Period: One Hour

Place. Classroom.

Text References. TC 44, WD 1942; TC 55, WD 1942, Pars. 88 to 91.

Instructional Aids.

Equipment. Use Chart No. 110.

Procedure. Conference, Demonstration and Application.

1. Factors influencing development of dark adaptation.
 - a. Bright lights prior to going into dark.
 - b. Lack of oxygen.
 - c. Lack of vitamins.
2. Factors interfering with maintenance of dark adaptation.
 - a. Dash lights on vehicles.
 - b. Searchlights.
 - c. Gun flashes.
 - d. Flares.
 - e. How to minimize this interference.
3. Other factors affecting night visibility.
 - a. Distraction.
 - b. Lack of contrast.
 - c. Size of objects.
4. Instructor discusses, demonstrates and requires class to practice the proper technique of night use of eyes.
5. The similarity of movement at night to that through jungle and need for knowledge of use of map.
6. The general principles of technique of light restriction and blackout.

DEVELOPMENT OF DARK ADAPTATION

- 1- Bright lights
- 2- Lack of oxygen
- 3- Lack of vitamins

INTERFERENCE IN DARK ADAPTATION

1. Vehicle lights
2. Searchlights
3. Gun flashes
4. Flares

OTHER FACTORS NIGHT VISIBILITY

1. Distraction
2. Lack of contrast
3. Size of object

Chart No. 110

NIGHT OPERATIONS

(March)

Third Period: Two Hours

Place. Roads.

Text References. Previous references on Road Marches, (see subject 26); FM 100-5, Pars. 340-343, 374 and 398 incl.; FM 21-10, Chap. VIII.

Instructional Aids.

Personnel. As for first march, "Marches and Bivouacs," see subject number 26, second period.

Procedure. Application.

1. Unit is assembled, soon after darkness, in march formation and a short orientation talk is made, acquainting men with the following special requirements for night marches:

- a. No smoking.
 - b. No lights.
 - c. No talking above a whisper.
 - d. No straggling.
 - e. Keeping in column.
 - f. Guards at head and rear of column to reduce hazards created by motorists.
2. A hike of about two miles is made at the rate of $1\frac{1}{2}$ -2 miles per hour depending on road and physical condition of men. Assistant instructors move up and down columns correcting breaches of discipline for night marches.
 3. A short critique is held upon return, pointing out most common and striking errors.

NIGHT OPERATIONS

(Scouting and Patrolling or Compass Exercise)

Fourth Period: Four Hours

Place. Infiltration course or compass exercise course.

Text References. Scouting and Patrolling—FM 7-15, Pars. 212, 287; FM 21-45, Pars. 53-64; FM 21-25, Pars. 11-16, 34, 38; FM 21-26, Pars. 22, 23; Instructor's Guide Lecture on Compass, (Subject No. 25, period 5); "Individual Security, Scouting and Patrolling. Compass Exercise" (Subject No. 15, period 6).

Instructional Aids.

Equipment. Flares for scouting and patrolling course. Numbered stakes for compass exercise.

Individual Equipment. Compass exercise—each man with a compass, flashlight and raincoat.

Procedure. Application.

Note. The class to be split into two sections, alternating on successive nights between exercise on scouting and patrolling and the compass exercise.

Exercise, Scouting and Patrolling: Have the men cover the infiltration course at night (without gunfire) and in addition, the instructor should lengthen the course for this exercise so the men will cover 500 yards. The latter part of the course should lend itself to movement by bounds.

At some prominent point on the terrain, easily recognized from the starting point, have the men describe the most important feature that they can observe. (There should be a light or something significant seen only from that point). Upon the completion of the course hold a critique and demonstrate the marked deficiencies. This critique should be held on the terrain over which the exercise took place.

The other half of the class should carry out a compass problem, working either individually or as a patrol, covering a 1 mile zigzag course over unfamiliar terrain (groups vary with number of available compasses).

In case the class goes through as patrols, there should be at least one azimuth reading for each man in order that all may have an opportunity to check their skill in using a compass.

There should be a checker at each numbered post to initial a check sheet carried by each individual or group. Men should be scored on speed, accuracy and blackout technique.

NIGHT OPERATIONS

(Scouting and Patrolling or Compass Exercise)

Fifth Period: Four Hours

Place. Infiltration course or compass exercise course.

Text References. The same as the preceding period.

Instructional Aids.

Equipment. Flares for scouting and patrolling course; Numbered stakes for compass exercise.

Individual Equipment. See preceding period.

Procedure. Application.

The section of the class that had the scouting and patrolling will do the compass exercise, and the compass exercise section will carry out the scouting and patrolling.

See previous period for instructions.

NIGHT OPERATIONS

(Marching)

Sixth Period: Four Hours

Place. Cross Country.

Text References. FM 100-5, Pars. 374-378, incl.; FM 21-10, Ch. 8; FM 21-25.

Instructional Aids. None.

Individual Equipment. Stripped pack; compass.

Procedure. This period to run concurrently with the eleventh period, "Marches and Bivouacs" (subject 26), and to be a march across country at night.

NIGHT OPERATIONS

(Evacuation of Town Fighting)

Seventh Period: Four Hours

Place. Town fighting area and classroom.

Text References. TC 41, WD 1943.

Instructional Aids.

Personnel. Instructors and sufficient assistant instructors to supervise the exercise closely.

Equipment. Litters for each 4 man squad in half the class; flares, fireworks.

Procedure. Conference and Application.

1. Class is assembled in the classroom and an orientation conference is conducted:
 - a. Review of principles of movement through combat in a village.
 - b. Explanation of the method of conduct of the exercise.

2. Class is moved to village fighting area and divided in two equal parts, one portion to act initially as attackers and company aid men, the remainder to act as litter bearers to evacuate casualties. Assistant instructors are spotted throughout area in strategic places to best observe action of students.
3. Attackers followed by company aid men are sent through village, slowly, while flares and fireworks are fired.

NIGHT OPERATIONS

(Night Ride)

Eighth Period: Four Hours

Place. Classroom and roads in vicinity.

Text References. Previous references in "Map and Aerial Photograph Reading," (subject No. 25).

Instructional Aids.

Personnel. Instructor and 8 assistant instructors (truck drivers).

Equipment. Map of area for each two men.

Transportation. Truck for each group of 12 students.

Individual Equipment. Flashlight.

Procedure. This problem is designed to teach the students how to find their way around the country at night over strange roads by use of a map. No restrictions on lights.

The success of the problem is dependent upon the care with which it is prepared and the degree of control exercised by the instructors. Careful reconnaissance of all routes must be conducted prior to each time exercise is conducted.

Prior to conduct of the exercise, a route is selected of about 12-15 miles length which includes highways, secondary roads and trails passable to motor vehicles, which show on the maps available. Various road junctions, crossroads, railroad crossings, etc., are selected as reference points, one for each member of the groups. At a minimum of five of the reference points, "checker" personnel will be spotted.

Mimeographed problem sheets will be prepared (2 sets; one progressing clockwise and one counter clockwise around course), for issue to each member of the group. The sheets will direct students to progress to a certain coordinate, cross road, road junction, etc. and if "checker" personnel is found, to obtain the signature of the "checker" on one master problem sheet for the group. Speeds will be specified between points; some slow, some up to 25 miles per hour, fitting speed to road conditions.

Lists are posted 24 hours prior to exercise showing grouping of students and designation of group leader.

The class is assembled in the classroom just prior to darkness.

The instructor gives an orientation talk to explain the purpose and mission of the exercise, with the general technique of control and conduct of exercise, emphasizing rotation of students in finding points.

The group leaders are called to the platform at 3 minute intervals and issued the problem sheets for the entire group. It is well to alternate clockwise and counter clockwise problems. From the time of

issue until the students check in, upon return, the problem time is continuous and should be so considered.

Student groups move out on the problem at will, the truck driver handles the truck but travels as directed by the students.

Upon return the group's score is computed as follows:

- a. Accuracy in following route—50 %.
- b. Accuracy in maintaining speeds—25 %.
- c. Minimum time expended in completing exercise—25 %.

The score is posted in order that winning group may make proper adjustments with the remainder of the class.

NIGHT OPERATIONS

(Orientation)

Ninth Period: One Hour

Place. Classroom (Daytime).

Text References. FM 8-10, Chap. IV.

Instructional Aids. None.

Procedure. Conference.

1. Instructor orients class for demonstration to be given that evening by explaining:
 - a. Mission of exercise.
 - (1) Blackout technique.
 - (2) Chain of evacuation within division.
 - b. Importance of blackout procedure for medical units, since no enemy is a respecter of unguarded lights.
 - c. What scenes the demonstration will consist of (Med. Serv. within a Division):
 - (1) Collecting Point.
 - (2) Battalion Aid Station.
 - (3) Collecting Station.
 - (4) Clearing Station.
 - (5) Headquarters Detachment.
 - d. Average distances of above installations from the front line.
 - e. Chain of evacuation by a simple blackboard diagram.
 - f. Importance of illuminated signs for directing wounded, ambulances and messengers.
2. Explain that class will assemble and be conducted through demonstration by platoons.
3. Publish list of time and place the platoons are to assemble for the evening.

NIGHT OPERATIONS

(Medical Service Within a Division)

Tenth Period: Three Hours

Place. Classroom and Demonstration area.

Text References. FM 8-10, Chap. IV.

Instructional Aids.

Personnel. One assistant instructor for each platoon. Demonstration troops sufficient to furnish skeleton crews for: (1) Bn. Aid Sta.;

(2) Coll. Sta. and 4 ambulances; (3) Cl. Sta.; (4) Hq. Det.; Jeep driver, assistant driver and 6 litter bearers.

Equipment. Unit equipment for above, skeletonized.

Procedure. Conference and Demonstration.

1. Demonstration troops establish blacked-out stations, provide skeletonized crews of officers and enlisted men. At least one officer in each station is prepared to give an explanatory talk during each of the following parts of the demonstration:
 - a. Collecting point (In front of Bn. Aid Sta. and evacuation by jeep).
 - b. Battalion Aid Station.
 - c. Collecting Station (Ambulance evacuation to be demonstrated from Bn. Aid Sta. to Cl. Sta.).
 - d. Clearing Station.
 - e. Headquarters Detachment.

The demonstration troops to be in position, with station set up, prior to arrival of students.
2. An assistant instructor will act as guide for each platoon and will conduct his group, starting at the collecting point, to successive installations progressing toward the rear and moving at 30 minute intervals. While walking between stations he will encourage questions by students.
3. At each installation, except headquarters detachment, the officer speaker in the demonstration group will explain:
 - a. What his station is and how far from the front.
 - b. In brief what unit establishes the installations.
 - c. What kind of treatment given.
 - d. How evacuating is performed (litter or ambulance).
 - e. Relation of this station to those immediately in front or rear of it.
 - f. Technique of maintenance of blackout discipline.
4. While speaker is talking, the remainder of the personnel demonstrate method of moving a patient through their station, providing adequate light for handling and treating patient without breach of blackout discipline and illustrate the normal method of evacuation to and from the installation.
5. At headquarters detachment the officer speaker explains and the remainder of crew demonstrate the following functions:
 - a. Speaker will orient group as to which unit has established the installation, general location (near clearing station) and the 3 functional sections of unit.
 - b. General supply section (rations only).
 - (1) Truck arriving from railhead.
 - (2) Breakdown of rations.
 - (3) Distribution of rations to using units of medical battalion.
 - c. Medical supply section (sending supplies requested by a unit along with its rations).
 - d. Motor maintenance section.
6. Hold short critique in classroom at conclusion of demonstration.

7. This demonstration is for the purpose of:

- a. Illustrating technique of blackout.
- b. Illustrating links in the chain of evacuation within a division and not showing detailed professional treatment. Only the minimum treatment necessary to add realism should be shown. Tentage is quite useful to establish blackout conditions, however, at least one building should be utilized to demonstrate the technique of blacking it out. Numerous illuminated direction signs should be placed along the evacuation routes to **emphasize the value of signs.**

Actual average distances between stations need not be utilized, nor is it desirable. The stations should be far enough apart to prevent interference of one installation with another and to give the student the idea of there being some distance between stations.

NIGHT OPERATIONS

(Bivouac)

Eleventh Period: Eight Hours**Place.** Bivouac area.**Text References.** FM 21-10, Chap. VIII; FM 100-5, Pars. 374-398 incl.; FM 21-25, Chap. III; FM 8-40; All previous references on bivouacs.**Instructional Aids.****Equipment.** Company kitchen equipment; "B" Ration; Gas alarm.**Transportation.** One ambulance per company; 250 gallon water trailer.**Individual Equipment.** Full field equipment.**Procedure.** Application.

This period to initiate night bivouacs with individual defense, living, shelter, sanitation, interior guard and mess for the unit. The march portion should not be stressed. Area selected close to camp.

1. Schedule follows: Correlate time with hours of darkness.

1900. Leave camp.

2000. Arrive at selected bivouac area. Security and other measures.

a. Selection of bivouac site for each platoon.

b. Posting of sentries on arrival—use pass word for movement in area after dark.

c. Digging of individual slit trenches.

d. Lights allowed only to instructor, leaders and kitchen personnel. Anti-noise measures adopted.

e. Erection of shelter tents and placing of individual equipment.

f. Erection of sanitary installations.

g. Gas alarm sounded and masks used at least 15 minutes—for realism use "tear" gas.

2200. Taps—enforce discipline as to noise, lights and movement.

0500. Reveille.

0530. Mess.

0600. Break bivouac—police area, close and check sanitary installations.

0700. Return to camp.

NIGHT OPERATIONS

(Battalion Aid Station)

Twelfth Period: Four Hours**Place.** Battalion aid station site.**Text References.** FM 7-30, Chap. 2; FM 8-5, Chap. 2; FM 8-10, Chap. 2; T/O and E 7-11.**Instructional Aids.****Personnel.** Six men for simulated casualties.**Equipment.** All equipment of a battalion aid station.**Transportation.** All transportation of battalion medical section.**Procedure.** Application.

Note. The next 4 periods will lend themselves to a division of the class into 4 sections. These sections will in turn carry out the 4 applications on successive nights. The personnel shall be rotated in order that all will not have the same duty each night, i.e., litter bearers one night, station personnel next, etc. These periods are:

- | | |
|---------------------------|-----------------------------|
| 1. Battalion aid station. | 3. Clearing station. |
| 2. Collecting station. | 4. Headquarters detachment. |

The periods do not have to be followed in the above listed order.

Battalion aid station.

Have the class move to a previously selected site (map and ground reconnaissance). They will then set up the station under blackout conditions, initiate evacuation, set up a collecting point and use their ¼-ton trucks and trailers. Casualties to be handled to the "back door" of the battalion aid station. Fox holes and slit trenches may be simulated. Stress blackout technique in handling casualties. Hold a critique at the conclusion of the exercise.

NIGHT OPERATIONS

(Collecting Station)

Thirteenth Period: Four Hours**Place.** Collecting station site.**Text References.** FM 8-5, Chs. 3-6; T/O and E 8-17.**Instructional Aids.****Personnel.** Six men (simulate casualties).**Equipment.** Equipment of a collecting station.**Transportation.** Transportation of a collecting company.**Procedure.** Application.

Note. See note on preceding period. Have this section of the class move into a previously selected collecting station site where they will simulate fox holes and slit trenches, establish and operate the various departments of the collecting station.

- | | |
|--|--------------------------|
| 1. Message center (including radio). | 5. Shock section. |
| 2. Receiving and forwarding departments. | 6. Morgue. |
| 3. Slightly wounded department. | 7. Gas casualty section. |
| 4. Seriously wounded department. | |

Stress blackout technique.

Have an ambulance shuttle set up with at least ARPs, 1 ambulance

loading post, 1 basic relay post. After the shuttle is set up have an advanced shuttle established.

Have the simulated casualties brought in as though evacuated from the battalion aid station.

Check litter bearers, station technique, ambulance shuttle, fox holes, and slit trenches.

Critique under blackout conditions and at station site.

NIGHT OPERATIONS

(Clearing Station)

Fourteenth Period: Four Hours

Place. Clearing station site.

Text References. FM 8-5, Chap. 3, Sec. IV; FM 8-10, Chap. 2, Sec. V; T/O 8-18.

Instructional Aids.

Equipment. 1 clearing platoon equipment.

Transportation. 1 clearing platoon transportation.

Procedure. Application.

Note. See note under Twelfth Period.

Have this section move into a site for clearing station (building preferable). The station should be set up completely. Light-locks arranged to bring patients into the station and take them out.

Hold critique, then have men reload equipment and check their loading schedule.

NIGHT OPERATIONS

(Headquarters Detachment)

Fifteenth Period: Four Hours

Place. In vicinity of clearing station.

Text References. FM 8-5, pars. 52-64; T/O 8-16.

Instructional Aids.

Equipment. Equipment of headquarters detachment.

Transportation. Transportation of headquarters detachment.

Individual Equipment. Full field equipment.

Procedure. **Note.** This period should be used to demonstrate clearly the function of headquarters detachment.

1. Disperse vehicles.
2. Erect tentage in selected site.
3. Erect sanitary installations.
4. Have complete set of dummy rations for ration breakdown.
5. Enforce complete blackout discipline and anti-noise measures.
6. Set up motor maintenance section.
7. Have messengers report from each unit with requests for emergency supply.
8. Demonstrate break down of ration and the method of sending to units.
9. Hold critique.
10. Break station and load equipment.
11. Return to camp.

ARMY ORIENTATION COURSE

Purpose and Scope. The purposes of the Army Orientation Course are:

1. To acquaint all students with factual information as to the causes and events leading to the United States becoming a combatant in a global war in December, 1941.
2. To inform all military personnel on the course of military actions, particularly those in which United States forces have participated since December 7, 1941, and in other phases of the war effort of the United States.
3. To inform all military personnel of the principles for which we are fighting and of the dangers to American principles arising from Axis policies and Axis aggressions.
4. To fix in the mind of the American soldier a sense of the importance of his personal role and responsibilities in the current struggle.

Actual Time Allotted. 16 hours. Five of the hours are concerned with lectures covering different phases of the war, four hours by orientation films furnished by the Special Service Division, six hours on citizenship, and one hour summarizing the principles at stake in the conflict. Three additional films are being prepared by the Special Service Division: "The Battle of Russia," "The Battle of China," and "America Goes To War." When these are released, they should be inserted into the course either in place of lectures already included or in "Open Time."

Text References. AG Memorandum, No. W350-28-43, dated 9 February 1943; AG Memorandum, No. W350-236-43, dated 30 August 1943, including Information Memorandum, No. 3; Army Orientation Course. Training Guide and Material, prepared by the Special Service Division (hereafter referred to as SSD) dated 14 August 1943; "The War in Outline," prepared by the SSD; "Guide to the Use of Information Materials," prepared by the SSD; Special Service Digest, Orientation Issue; "Psychology for the Fighting Man," published by the Infantry Journal, Washington, D.C., 1943. The Special Service Division, Army Service Forces will provide those responsible for Army Orientation at replacement and unit training centers with printed materials designed to assist in the conducting of discussions on the various aspects of citizenship. Requests for printed materials will be made in accordance with Section IV, Army Orientation Course Information Memorandum No. 3, 30 August 1943, inclusive to AG Memorandum W350-236-43.

Methods of Instruction. Lecture and Conference.

Standards of Proficiency. Each man to be able to understand:

1. Why the United States is at war.
2. Where Americans have been and are in action.
3. What we are fighting for.
4. How he can make the fullest contribution to the cause.

ARMY ORIENTATION COURSE

("The Immediate Background of the War")

First Period: One Hour

Place. Classroom.

Text References. The War in Outline (SSD).

Instructional Aids. None.

Procedure. Lecture. Subject—"The Immediate Background of the War," which covers the period of Axis actions from September 1931 to September 1939. Suggested outline follows.

1. Actions for which Germany was responsible.
 - a. Adolf Hitler.
 - His ideas and ambition of world dominion.
 - His book, *Mein Kampf*.
 - His rise to power.
 - b. Hitler's accomplishments.
 - 1935 Rearmed Germany.
 - 1936 Remilitarized the Rhineland.
 - Made the Anti-Comintern Pact with Italy and Japan.
 - Intervened in Spain.
 - Inaugurated the Four-Year Plan.
 - 1938 Seized Austria.
 - Seized Sudetenland as a result of Munich Conference.
 - 1939 Made Czechoslovakia a Nazi protectorate.
 - Negotiated Non-aggression Pact with Russia.
2. Actions for which Italy was responsible.
 - a. Benito Mussolini.
 - His dictatorship.
 - His imperial ambitions.
 - b. Mussolini's deeds.
 - 1935-1936 Conquered Ethiopia.
 - Joined Anti-Comintern Pact.
 - Intervened in Spain.
3. Actions for which Japan was responsible.
 - a. The militarist controls in Japan.
 - Unrivalled power of Army and Navy over civil government.
 - Ambitions for controlling mainland of East Asia, East Indies, and possibly Australia.
 - Sanctity of jingoism.
 - b. Japan's acts:
 - 1931 Invaded Manchuria, thus violating the Nine Power Pact of 1921 and the Pact of Paris of 1928 to both of which she was signatory, and the Covenant of the League of Nations of which body she was a member.
 - 1931-1936 Attacked Shanghai and extended control on Asiatic Mainland by seizing provinces in North China.
 - 1937 Permanently occupied Shanghai.
 - Sacked Nanking.
 - Sank the USS "Panay."
 - 1938-1939 Extended control over the Chinese coast.

ARMY ORIENTATION COURSE

("Prelude to War")

Second Period: One Hour

Place. Theater.

Text References. Army Orientation Course, Training Guide and Material (SSD), dated 14 August 1943.

Instructional Aids.

Equipment. Special Service Information Film No. 1: "Prelude to War" (running time 50 min.).

Procedure. Lecture and Demonstration.

Suggested introduction to "Prelude to War."

"You are about to see the first of several films that have been made by the Army itself to help the soldier understand as clearly as possible three very important things—why he has been called upon to fight, what he is fighting for, and what he is fighting against. These are matters that no good citizen of a democracy in or out of uniform can afford to ignore. The best soldier, other things being equal is one who knows the answer to these questions.

These films are an essential part of the military training that prepares every soldier for combat. They are being shown to the entire Army by order of the Chief of Staff. They are not fictional, but factual and documentary historical records. Parts of them were actually made by the enemy himself as well as by other nations at war. Don't be foolish enough to regard these films as a mere series of super-news-reels provided for your relaxation and amusement. They will tell you that people like ourselves failed to learn in time, that people like ourselves have been punished for not learning. Lessons of life and death! Today's film, "PRELUDE TO WAR," probes back to the forces and reasons that made this war an inescapable event in American history. It reveals some of the processes whereby each one of us has been personally involved in a world wide conflict that nobody wanted less than we did, but which we just could not avoid or did not know how to avoid. A man should always seek to know why he has been placed in a certain situation; to be content not to know is to be something less than a free man; which may do for soldiers who serve a dictator, but will never be good enough for American soldiers. We should take our parts in the good fight with our heads as well as with our hearts. These films will help each one of us to do just that."

ARMY ORIENTATION COURSE

("The Nazis Strike")

Third Period: One Hour

Place. Theater.

Text References. Army Orientation Course, Training Guide and Material (SSD), dated 14 August 1943.

Instructional Aids.

Equipment. Special Service Information Film No. 2: "The Nazis Strike" (running time 45 min.).

Procedure. Lecture and Demonstration.

Suggested introduction to "The Nazis Strike."

"Today we come to the second film in the "WHY WE FIGHT" series produced by the Special Service Division, Army Service Forces, for use in the Army Orientation Course. Every man in the Army is seeing or will see these films which are part of your military education. This one, "The Nazis Strike," shows how Germany planned and prepared for this war and how she struck her first blows in Austria, Czechoslovakia, and Poland. At the same time we in the United States were still geared to a peacetime economy and were still trying to keep our place in the sun by a process of wishful thinking. We have been violently roused from the benevolent but unrealistic dreams of those years. Events which you will see in this film—the invasion of Poland, the smashing of Warsaw, for instance—did their part to wake us. Together with the earlier film, "Prelude to War" which you saw last week, "The Nazis Strike" should make it clear to all of us that our national destiny compelled us to take up arms to protect the ways of life and the ideas on which America was founded and by which she lives.

Many shots in this film—the brutalities at Warsaw, for example—were actually made by the Germans themselves. The Nazis used such horror-stuff in their attempts to intimidate neutrals like Turkey and Spain and the Latin American countries. It was a way of weakening their will to resist. "See what we did to Poland, and stay put. It could happen to you." Similar sequences were shown here in the United States at a time when Germany believed and wanted us to believe that her military power was irresistible. But that was before the fighting in Libya, at Stalingrad and in Tunis and Sicily had called a halt to the march of the Axis forces. This film shows you the beginning of that march."

ARMY ORIENTATION COURSE

("German Offensives in Western Europe, 1939-1940")

Fourth Period: One Hour

Place. Classroom.

Text References. The War in Outline (SSD).

Instructional Aids. None.

Procedure. Lecture. Subject—"German Offensives in Western Europe, 1939-1940." Suggested outline follows:

1. Situation in September 1939.
 - a. Germany set for European dominion.
 - (1) Industry and war machine geared.
 - (2) Military position improved by militarization of Rhineland (1936), seizure of Austria (1938), and Czechoslovakia (1938-1939).
 - (3) Tremendous war potential available in the new army. The new material and the enlarged sources of military supplies.
 - (4) German General Staff, emphasizing military principles developed without a break from the pre-1914 period, placed its modern machine age army at Hitler's disposal.

- b. Hitler threatened Poland demanding Danzig and part of the Corridor.
- c. Hitler signed Non-Agression Treaty with the Soviet Union, August 23, 1939.
2. Hitler attacked (September 1, 1939) and seized the best of Poland, while Russia subsequently invaded the country from the east.
3. Hitler held off Britain and France in the so-called "phoney" war, while he completed his preparations.
4. Germany attacked Denmark and Norway, April 9, 1940.
5. German armies attacked along the frontiers of the Netherlands, Belgium, Luxembourg, and France, May 10, 1940.
6. Dutch capitulated, May 14; Belgium, May 28.
7. Dunkirk, May 27 - June 4.
8. French signed armistice at Compi  gne, June 22.
9. Germans opened Battle of Britain, August 8.
10. Significance of Britain's survival and reasons therefor.

ARMY ORIENTATION COURSE

("Divide and Conquer")

Fifth Period: One Hour

Place. Theater.

Text References. Army Orientation Course, Training Guide and Material (SSD), dated 14 August 1943.

Instructional Aids.

Equipment. Special Service Information Film No. 3: "Divide and Conquer" (running time 53 min.).

Procedure. Lecture and Demonstration.

Suggested introduction to "Divide and Conquer."

"We are about to see "Divide and Conquer" which continues the series of Special Service Division Orientation Films "WHY WE FIGHT" of which you have already seen the first two. It shows how Hitler, after annexing Austria and Czechoslovakia and smashing Poland, turned in spite of all his pledges and treaties to enslave the small democracies to his west. Their lands, food, supplies, and manpower were to be used, according to plan, to cushion the German homeland against the power of France and England, and to serve as bases from which those countries could be attacked. Denmark, Norway, Holland, Belgium were all conquered. Then came Dunkirk and the fall of France. The first phase of the war was over, and Germany had won it hands down.

Here then, prepared by his own Army, so that every American soldier may see for himself what the enemy is like and by what ruthless and thorough way he goes about his business of total war, is another factual and stoutly documented record bearing directly on the reason why each one of us here finds himself in the war. Like all the films in this series this is worth studying with the closest attention for your own sake as well as for your country's. You can learn from it facts about the enemy and the ways in which he fights, facts that he would rather you did not know, facts that you cannot afford not to know.

Speaking of facts, you must have noticed that these films get their driving power throughout not from opinions, as such, but from facts on the record. In each instance the story, or conclusion, or moral, or whatever you like to call it, rises of its own force out of the facts relayed. If you want to call that propaganda, all right; but let it be distinct in your mind from that other lying kind of propaganda, of which the Axis is the past master, in which facts are distorted and compelled to toe a line that truth did not draw. The facts in these orientation films have been checked and rechecked. They come straight from the record. Some of them are the record. Many of the sequences in this film were provided by the enemy's own cameras. They speak all the louder for that reason now that they are being used in evidence against him. Watch for the Rotterdam bombings in this film when 30,000 helpless and unarmed civilians, men, women, and children, were killed in ninety minutes, and mark that that happened after, not before the Dutch had surrendered.

Americans who know the facts about what the Axis has done and hoped to do to the world we live in, can form only one kind of opinion as to what we ought to do to the Axis. And their convictions will be based on the facts, not on the propaganda."

ARMY ORIENTATION COURSE

("The Battle of Britain")

Sixth Period: One Hour

Place. Théâtre.

Text References. Army Orientation Course, Training Guide and Material (SSD), dated 14 August 1943.

Instructional Aids.

Equipment. Special Service Information Film No. 4: "The Battle of Britain" (running time 54 min.).

Procedure. Lecture and Demonstration.

Suggested introduction to "The Battle of Britain."

"For a solid year following the fall of France and before the U.S.S.R. entered the war, Britain stood alone in arms against the conquering Axis. Germany now held the European coastline in a vast semicircle from north to south. Hitler stood in 1940, as Napoleon had stood in 1804, glowering across the twenty miles of the Dover Strait at the chalk cliffs of England. He had made his plans for invasion. His air force, then the most powerful in the world, was ready to soften England for the final blow. It looked as if Britain's darkest hour had come.

Today's film, the fourth in the Special Service Division series "WHY WE FIGHT" tells the story of that year, the story of the Battle of Britain. The odds against the British seemed impossible. Nevertheless they stopped the Germans. As we know now, that was the turning point of the war.

In one respect this film differs from the three you have already seen. Large parts of them were made by the enemy himself, and he,

very naturally, showed the German army in the best possible light. Those Axis shots never showed a German soldier being killed or a German attack being repelled. But in the Battle of Britain you will see not only what the German air attacks did to England, but also something of what the Royal Air Force did to the Luftwaffe.

But the film speaks for itself."

ARMY ORIENTATION COURSE

("Japanese Actions Since 1939")

Seventh Period: One Hour

Place. Classroom.

Text References. The War in Outline (SSD).

Instructional Aids. None.

Procedure. Lecture. Subject—"Japanese Actions Since 1939." Suggested outline follows:

1. Japan secured control of French Asiatic territories from Vichy, September 1940 - June 1941.
2. Japan signed Pact of Berlin, September 27, 1940, thus becoming a full-fledged member of the Berlin-Rome-Tokyo Military Alliance.
3. Signed Non-Aggression Pact (to last five years) with Russia, April 13, 1941.
4. Engaged in diplomatic conversations with the United States (Spring to Fall, 1941) on the general subject of Japanese-American relations, Ambassador Nomura and a special envoy, Kurusu, representing Japan.
5. New government under Tojo continued to talk of Japan's peaceful purposes, still shouted about "Greater East Asia," declared that the United States now had "a last opportunity to make amends for past aggression."
6. On December 6, 1941, President Roosevelt made a last appeal to Hirohito, Emperor of Japan.
7. Japan opened their offensive.
 - a. Attacked Pearl Harbor, December 7, 1941.
 - b. Seized Hongkong, Guam, Wake, attacked Philippines, forcing abandonment of Bataan, April 9, 1942, and capitulation of Corregidor, May 6.
 - c. Invaded Thailand, December 7, 1941.
 - d. Attacked Malaya December 7, 1941. Seized whole peninsula and forced surrender of Singapore, February 15, 1942.
 - e. Attacked Burma, January 8, 1942. On March 10, Rangoon, Burma's chief city, was abandoned, and American General Stilwell and British General Alexander retreated over the frontier of India.
 - f. Secured full control of Dutch East Indies by March 9, 1942.
8. Japan began to feel brunt of Allied counter offensive.
 - a. Australia reinforced by Allies.
 - b. Allied task forces raided Marshalls and Gilberts, Marcus and Wake.
 - c. Tokyo bombed in April.

- d. Allies won Battle of Coral Sea in May; Midway in June.
 - e. Allies landed in Solomons, particularly at Guadalcanal, in August
 - f. Allies established bases to bomb Kiska and Attu.
 - g. Allies halted Japanese offensive in New Guinea.
 - h. Allies won series of naval actions in the Solomons region (August - November, 1942) which caused heavy losses to the Japanese.
9. Japan started retreat in 1943.
- a. Guadalcanal taken by Americans.
 - b. Allies successfully invaded central Solomons. Completed conquest of Buna-Gona area in New Guinea, captured Munda and Salamaua and trapped Japanese in region of Lae.
 - c. Allies recovered Attu and Kiska.
 - d. Americans attacked Marcus Island.
 - e. Chinese with American aviation defeated seven-pronged Japanese spring offensive.
 - f. Quebec conference in August mapped plans for further campaigns against the Japanese.
 - g. Lord Mountbatten appointed commander of Allied forces in India. An attack on Burma forseen with the opening of the campaigning season.

ARMY ORIENTATION COURSE

("Battles for the Mediterranean and Italy, 1940-1943")

Eighth Period: One Hour

Place. Classroom.

Text References. The War in Outline (SSD).

Instructional Aids. None.

Procedure. Lecture. Subject—"Battles for the Mediterranean and Italy, 1940-1943." Suggested outline follows:

1. International rivalries and activities, 1939.

a. Italy.

- (1) Had obtained rectification of Libyan frontiers from England and France.
- (2) Fascists wanted Tunisia.
- (3) Developed Pantelleria, barbed wire defense between Libya and Egypt, perfected military road east of Tripoli and gave province a military organization.

b. Spain.

Had forcefully expanded ambition for exclusive control of Tangier and had heavily fortified Algeciras and Ceuta (north and south of Straits of Gibraltar).

c. Britain.

- (1) Was perfecting defenses of Gibraltar and Malta.
- (2) Improving Alexandria as naval base.
- (3) Developing Haifa (Palestine) as oil port.
- (4) Strengthening Aden (Red Sea coast of Arabia).
- (5) Regarded Gibraltar, Malta, Alexandria as keys to her position, but recognized that, with growth of aviation, the military situation in the area had been revolutionized.

d. Germany.

- (1) Had been trying for more than 30 years to obtain a foothold in North Africa.
 - (2) Franco's debt to Germany suggested that Hitler might be able to range Spain and Spanish Morocco on his side, and make use of Spanish bases.
2. Situation relatively stable until fall of France by which Axis acquired French Empire. Britain was then compelled to destroy or bottle up the French fleet, and Italians were able to concentrate full attention on British, seizing points in Kenya and the Sudan, and conquering British Somaliland.
 3. Graziani opened offensive against Egypt in September, 1940; was held by General Wavell, who then counter-attacked and in a two months' campaign destroyed an army and captured hundreds of tanks and guns and 133,000 prisoners.
 4. Wavell also recaptured Britain's lost East Africa territories and seized by November, 1941 all Italian lands, including Ethiopia, in East Africa.
 5. British crushed revolt (April-May, 1941) in Iraq.
 6. Italy had invaded Greece in late 1940 but was being thrown back in spring of 1941 when Hitler launched a blitzkrieg in the Balkans against both Greece and Yugoslavia. Though the British came to to the aid of Greece, their numbers and air power were insufficient. Later in May, Germans seized Crete.
 7. British and fighting French recovered French Syria by July 12, 1941, after a two-months' campaign.
 8. Under the leadership of General Rommel, with his Afrika Korps, the Axis struck again in Africa, March 24, 1941, driving the British back, seizing Halfaya, Sidi Omar, and Bardia, and besieging Tobruk which held out for seven months.
 9. British opened second Libyan offensive, November 17-18, 1941 under General Auchinleck, with General Cunningham in charge of the Eighth Army facing Rommel. Rommel countered so skillfully at first that British replaced Cunningham with Ritchie. Even then, Rommel finally forced the advancing British into defensive positions 35 miles west of Tobruk.
 10. Rommel opened the third Axis offensive in Libya, May 26, 1942. Attacked Bir Hacheirn, attacked communications line of a rescuing column of British armor, and by forcing the mine fields turned the British southern flank. On June 13, Rommel ambushed and destroyed 230 tanks. Forced retirement of British, overwhelmed Tobruk, June 19-21, and drove British back to defense lines from El Alamein to northern edge of the Quattara Depression.
 11. British replaced Auchinleck with General Alexander, Ritchie with General Montgomery, and opened third British offensive, October 22, 1942. By skillful and unrelenting use of all arms, Montgomery smashed Rommel clear across the African coast to the Mareth Line.
 12. Americans and British invaded French North Africa November 7, 1942 under leadership of General Eisenhower (American) and Ad-

miral Cunningham (British). French under Darlan surrendered in Algeria and Morocco, November 11. British First Army raced for Tunisia, but the Germans, dropped from plane and transported by water, held the province. The French scuttled their Navy in Toulon, November 27, to save it from the Germans.

13. In the spring of 1943, the American Second Corps, French troops, the British First Army and the British Eighth Army struck. Montgomery cracked and flanked the Mareth Line from the south. Fighting desperately, the Axis forces were crowded north and east. Finally the British smashed into Tunis, the Americans into Bizerte. Rommel having fled into Europe. Von Arnim, his successor, surrendered in May.
14. Allies bombed Pantelleria and other islands into submission in June, and shortly afterward invaded Sicily. After a campaign of six weeks, Sicily fell in August, Mussolini and his regime also falling as the invasion succeeded.
15. In the first week in September, the Allies invaded Italy. On the 8th the surrender of Italy was announced.
- 16 The Germans with Marshal Rommel in command, now took over the defense of Italy, rushed troops to the Salerno area to oppose an American landing, and, reportedly, were withdrawing many divisions from the Russian front to meet the menace of invasion from south and west. Indications were that a real "second front" was being established in Italy.

ARMY ORIENTATION COURSE

("The Battle of Russia")

Ninth Period: One Hour

Place. Classroom.

Text References. The War in Outline (SSD).

Instructional Aids. None.

Procedure. Lecture. Subject—"The Battle of Russia." Suggested outline follows:

1. Hitler invaded Russia June 22, 1941.

a. Causes.

- (1) Immediate cause obscure.
- (2) Underlying motive: world dominion.
- (3) Possible influential factors.
 - (a) To eliminate a possible war with Russia after Britain recovered by striking Russia while Britain was down.
 - (b) To hoodwink the democracies by striking Russia, regarded by some in democracies as a greater menace than Nazi Germany.
 - (c) To "march on London through Moscow."
 - (d) To secure more oil for future purposes.

(4) Material objectives.

- (a) The wheat of the Ukraine.
- (b) The mines and industries in the region of the Dnieper and Don Rivers.

- (c) The oil of the Caucasus and the Caspian.
 - (d) The potential supply of "slave" labor in the shape of Russia's 170,000,000 people.
- b. What Hitler must do.
- (1) Break through Russian defenses.
 - (2) Seize critical points, particularly Leningrad, Moscow, and Kiev.
 - (3) Destroy Russian armies in the field.
2. German campaign of 1941.
- a. General characteristics were a three-pronged drive in the north (with the Finns) against Leningrad; in the south (with satellite Balkan armies (particularly Rumanian) against Kiev, Kharkov, the Crimea, and Odessa; in the center against Moscow.
 - b. Accomplishments by the last of November found Leningrad under close siege in the north; in the south Odessa taken, Kharkov occupied. The Donetz basin lost, Sevastopol under siege, Mariupol (on the Sea of Azov) captured, and Rostov fallen; in the center, German advance units had reached points within 30 miles of Moscow.
 - c. Hitler's reaction was typical. In his Order of the Day, October 2, he declared: "Today begins the last decisive battle of this year. It will hit the enemy destructively . . . and with them the instigator of the entire war, England herself, for if we crush this opponent (Russia), we also remove the last English ally on the continent." On October 3, he told the German people and the world that "This enemy is already broken and will never rise again.
3. Russia strikes back. Assisted by the worst winter in 150 years, shipments of Allied supplies and materiel, the Russian people, who made the war their war, and the Germans' own over-extended lines and faulty preparation for the winter, forced the Nazis to give up **about one-fifth of the territory overrun.**
4. German campaign of 1942. Characteristics were a limited objective—the exhaustion of Russian oil supplies and the means of their distribution. This found expression in the capture of Sevastopol, Rostov, Novorossisk, the Maikop oil field, and close siege of Stalingrad on the Volga.
5. The Russian steamroller gets underway. On November 22, 1942, the Russians unleashed a counter-offensive which in the winter of 1943 trapped at Stalingrad, the entire besieging force, Field Marshal Paulus and his Sixth Army. Having taken them prisoner, the Russians crashed on in a gigantic offensive that, except for a breathing spell in the late spring and time out to repulse a brief powerful Nazi thrust on the central front in July, roared on throughout 1943. By Mid-September, the Russians had advanced beyond Mariupol in the south, were within 10 miles of Poltava, had retaken Nezhine—75 miles east of Kiev, captured Bryansk in the center and Smolensk. In the north they continued to maintain the line running roughly from Leningrad-Krasnoe Selo-Mga-Novgorod-Velikie Luki. The Russians had thus regained approximately fifty percent of the maxi-

mum territory of Russia proper, occupied by the Germans. Except in the north the Nazis were in general retreat all along the central and southern fronts. So great was the Russian momentum that considerable doubt existed as to the German ability to maintain their defense line along the Dnieper River.

6. Possible reasons for success of the Russian drive.

- a. Allied bombing from the west of German centers of production which both damaged those centers and compelled Hitler to withdraw fighter planes from the east.
- b. Threat of invasion of Europe from the south and the west which necessitated a reallocation of German ground and air forces.
- c. Increased quantity of Allied supplies reaching Russia due to the lowering of the submarine menace, reduction of German air strength, and opening up of the Mediterranean by the Allies.
- d. Most important, the superb fighting capacity of the Red Army on the ground and in the air, its tactical reorganization, its logistical successes, its limitless reserves, its excellent staff work, the newly developed and reorganized industry behind the Urals, the reorganized transportation system, and the complete utilization of Russian manpower involving employment of men, women, and children in a full wartime capacity whether in the Army, the factory, or the field.

ARMY ORIENTATION COURSE

("The American Soldier"; the Current Phase of War)

Tenth Period: One Hour

Place. Classroom.

Text References. AG Memorandum, No. W350-236-43, dated 30 August 1943, including Information Memorandum, No. 3; Army Orientation Course, Training Guide and Material, 14 August 1943; Special Service Digest, Orientation Issue; **Psychology for the Fighting Man**, published by the Infantry Journal, Washington, D.C., 1943.

Instructional Aids.

Equipment. Newsmap (SSD); photographs or clippings (local sources).

Procedure. Lecture and Conference. The first part of the hour should be devoted to a lecture entitled, "The American Soldier—His Attitude and Spirit." For the remainder of the period, the instructor should discuss briefly with his class the current phase of the war. A suggested outline for such a discussion follows:

1. Presentation of day's news by instructor.
2. Appropriate item in day's news should be used to lead into a resumé of news for the past week and the current week.
3. Questions and discussion of the two week's news by instructor and class.
4. Discussion may well be directed to bring up current incidents illustrating the attitude and spirit of the American Soldier.

Following is the text of—

THE AMERICAN SOLDIER—HIS ATTITUDE AND SPIRIT

Men, you are now wearing the uniform of the Army of the United States. You have recently joined a fraternity. A fraternity as old as the country itself and one whose members have stood shoulder to shoulder on the field of battle, offering their lives in sacrifice, so that the story of our nation could be written in accordance with the will of the people of the nation.

To be a full-fledged member of this fraternity is not an easy job. The standards are high and the responsibilities are heavy. The many thousands of members who have previously qualified are entitled to demand that you make every effort possible to achieve standards such as they themselves have known. The standard is that of Valley Forge, Gettysburg, Little Big Horn, Belleau Wood and Guadalcanal. It is one that calls for the utmost courage and ability. It is the highest standard in the world.

Military life is of course new to most of you. You are probably not fully aware of the traditions and obligations that go with service in our Army of the United States. No doubt you are already wondering how you should go about making yourself into the type of soldier that will be a welcome addition to the ranks of this great fraternity. It is this very thing about which I want to speak to you. I want to point out to you how very important to all of us is our individual attitude toward the job that lies ahead of you.

Machines, equipment and arms play a great part in modern warfare and are, of course, important to the success of any army, but the factor that will always determine ultimate victory or defeat is the spirit of an army. Invisible moral forces such as courage, initiative, discipline, cheerfulness, tenacity, pride and confidence are the things that make a military organization. We want you to develop these traits. We want you, first, to have pride and confidence in your own ability as an individual soldier. You will soon come to know that your own company is the best in the whole army and that, when it is given a mission to perform, it will surely make a record for itself that stands out above all others.

Remember, however, mere confidence alone will not give us the spirit that will insure victory. You know this as well as I do because you have seen it demonstrated time and again on the field of sport. The winning team must be filled with that quiet confidence that is based primarily on faith in its own ability. This ability is made, not born, and is gained only by long, arduous hours of practice under the watchful eye of chosen instructors. We have to do this same thing in the army. We have to start out with individual, basic training in the fundamentals of military conduct. Before you are eligible to join the team proper you must first learn how to block and tackle.

After you have finished your basic training you will then be ready to begin learning the principles of military teamwork. You will begin to practice with other men and will be formed into small groups. Your group will gradually join more groups and you will probably become, in turn, part of a platoon of a company, of a battalion, of a regiment, of a division and so on up. It is during this process that the true test of your character and fitness will be revealed. In our military team, just as in any other teams we don't want any prima donnas or slackers. We want men who can both dish it out and take it. Victory for the team as a whole is

our ultimate objective and every individual member of the team must work toward that end if we are to reach our goal.

American armies have always possessed certain inherent advantages in this respect over other armies. Many of the invisible moral forces that I previously mentioned come naturally to us as a people. You men possess a higher general average of trained intelligence than those of any other nation. Our history is full of countless examples whereby we have convincingly demonstrated our courage. Our way of life has always stimulated initiative and, as free people, we have had opportunities to practice it during our entire lives. We do not lack cheerfulness or tenacity, and, above all, we are proud to be Americans. Only in the matter of discipline must we pause and think, especially as discipline is, of course, the very foundation of military efficiency.

The word discipline has always been more or less abhorrent to all of us, probably because we immediately connect it in some way with oppression and tyranny. Perhaps in doing this we fall into an unconscious error. It is true that when we are subjected to disciplinary training we automatically must give up certain individual privileges and licenses but, at the same time, it is equally true that we receive in return for these contributions, a larger measure of rewards. Tell me this, which is the happier child, the one that is spoiled and always has its own way or the one whose parents exercise over it a reasonable and intelligent discipline? I am sure that you will all agree with me on the answer to that. A complete lack of discipline may possibly be right for an individual alone on a desert island, although I seriously doubt even that. It can only spell disaster and great unhappiness for the person trying to live peacefully as a member of a group.

Discipline is really another name for self control. In other words, the man who is disciplined is the one who can by his will power make **himself** do what he knows is best, even though his inclination is to do something different. The disciplined man can reply courteously to an angry person. He can share a delicacy with others who are with him, instead of grabbing it all. He can get up in time to get to work, instead of **over-sleeping**. He can pass the basketball to a teammate instead of trying a grandstand shot. He can advance with his squad; when under fire, instead of running off. In short, he can play the game. He can place the welfare and happiness of others above personal considerations. He is the sort of man others can respect, and work or fight with. Discipline is what makes a team—whether it be a baseball team or a fighting team.

Discipline is the very corner stone of military efficiency, and is an essential element of successful combat. Without discipline an Army becomes merely a mob, and can be easily pushed around by a much smaller, well disciplined army.

Let me give you an illustration of the practical value of military discipline in combat. On July 31, 1918, the 1st Battalion of the 47th United States Infantry, in France, was attacking. During this attack, the unit on the right was temporarily held up. This exposed the flank and soon it came under murderous, enfilade machine-gun fire. The entire Battalion was stopped cold and casualties began to pile up. In the right platoon of

the right company the platoon leader was killed and all of the non-commissioned officers either killed or wounded.

A private by the name of Walter Detrow, of this right platoon, saw the situation and without delay personally assumed command of the unit. He led the remnants slowly forward and they were finally able to fight their way through and completely destroy the machine-gun nests. The entire battalion was then able to resume its advance and finally captured its objective.

Private Detrow's spirit and determination so inspired the rank and file of that unit that it was able to perform an exceedingly difficult military feat, namely: to advance in the face of machine gun fire and silence the guns. Why did these men instantly respond to his leadership and bravely face death in order to remedy the critical situation that confronted their battalion? The answer is that these men were real soldiers and their training and discipline was such that they knew instinctively, even in the absence of official orders from above, what was expected of them.

Private Detrow, promoted to sergeant, was killed in a later action in October, 1918. He is highly honored by our military fraternity, and I suggest that later on during your career, when the going gets a bit tough and you feel like doing a little growling, you take time out long enough to compare your stature at the moment to his. He was a part of an earlier team than we, but that team was fighting for the same ideals we must stand ready to preserve today.

Earlier I mentioned the importance of pride as it can be applied to the characteristics of an army and I now want to emphasize this particular point. First of all, I want to be absolutely sure that you are proud of the uniform that you are wearing. The uniform of the Army of the United States has changed many times during the development of the country, but the traditions of the men who have worn it have never changed and it is up to every one of us to see that we never let these others down. It is the badge of our fraternity and joins us all in a brotherhood that should always represent the finer aspects of our American way of living. We are marked men because of this, and we must be constantly on the alert to see that we never disgrace the army in the eyes of the people that we represent. Remember that one shameful act by one man in uniform will reflect against all the rest of us. And it will also insult the many men who have worn the uniform with pride and honor before us. Let us realize this fact and accept the challenge that it implies. All we have to do is to think twice before we do something that may cause us to be criticized.

Let us not only be proud of the uniform that we wear but also proud of the opportunity that we have been given to be in the service of our country. The time has arrived when the nation feels that it needs an army that is capable of protecting it against serious dangers. Our people demand a winner. They have a right to insist that we be capable, well conditioned and efficient. Alibis won't help us. There is only one thing for us to do, and that is to pitch right in and do an A-1 job, no matter how tough the going may happen to be.

I have been able to outline only some of the points that I consider extremely important. I have attempted to face you in the right direction. The rest is now up to you.

Your attitude and spirit is not only important to the army but it is also vitally important to you. You are now part of a team that will operate against an opposing team equipped with bullets instead of balls and bats. Any mistakes you make may mean the difference between life and death, not only for you but for some of your comrades. It is **serious** business for all of us, and is certainly worthy of the best stuff in us.

In conclusion, I want to bear down on this one point. From time immemorial, the words "soldierly qualities" have always stood for the finest characteristics that man could produce. Washington, Grant and Pershing were soldiers and so was Sergeant York. We pay equal respects in our fraternity to all of them because they proved to us by their deeds that they were real soldiers. Strive to do your job so well that you will become known as a real soldier.

To each one of you I say.—LET THAT BE YOUR AIM.

ARMY ORIENTATION COURSE

("The Morale of the Army"; the Current Phase of War)

Eleventh Period: One Hour

Place. Classroom.

Text References. AG Memorandum, No. W350-236-43, dated 30 August 1943, including Information Memorandum, No. 3; Army Orientation Course, Training Guide and Material, 14 August 1943; Special Service Digest, Orientation Issue; "Psychology for the Fighting Man," published by the Infantry Journal, Washington, D.C., 1943.

Instructional Aids.

Equipment. Newsmap (SSD); photographs or clippings (local sources).

Procedure. Lecture and Conference. The first part of the hour should be devoted to a lecture entitled, "The Morale of the Army." For the remainder of the period, the instructor should discuss briefly with his class the current phase of the war. A suggested outline for such a discussion follows:

1. Presentation of day's news by instructor.
2. Appropriate item in day's news should be used to lead into a resumé of news for the past week and the current week.
3. Questions and discussion of the two weeks' news by instructor and class.
4. Discussion may well be directed to bring up current incidents illustrating the morale of our Army.

Following is the text of :

"THE MORALE OF OUR ARMY"

There has been a great hue and cry from time to time in our newspapers and magazines on the subject of the morale of this Army of ours. Some say it is good—some say it is streaky—some say it is bad. There have been a great many remedies offered in good faith and with the best intentions. The U.S.O., Red Cross, Y.M.C.A. and similar activities, are doing a great deal for us. But, in the final analysis, the morale of our Army, depends to a great extent on you and me.

To begin with—just what is the meaning of this term—morale? Webster defines it as “that mental state which enables a person to undergo privation cheerfully, and to exhibit courage in the face of danger.” Someone else has described morale as the spirit of a soldier who believes emphatically that his battery is the best outfit, in the best regiment, in the best Army, of the best country in the world. So there you have it—it’s a state of mind.

This state of mind is nothing new or strange. You are demonstrating it every day when you defend your home town or state by boasting of its virtues and stubbornly declining to admit its faults. You had it as a high school kid when your cheerful and savage blocking enabled the left half-back to make all the touchdowns. You showed it when you ran your heart out as the lead-off man on the relay team.

But let us consider for a moment just what is needed to create this state of mind in a military organization. Fundamentally, as soldiers we expect to be reasonably comfortable; we have a right to good food, suitable clothing, and warm, dry, housing. We like a chance to play a little, to get away from camp once in a while, and to be squarely treated by our superiors. We want to be assigned to an up and coming outfit; an outfit to which we can point with pride. We need confidence in our non-coms and officers, as square shooters who are sincerely trying to do their best and who show an interest in us as individuals. And lastly, we must feel that we are giving up a year or more of our lives for something that is worthwhile.

So far, I have been talking about conditions we should like to see in order to have good morale. But let me tell you right here that good morale is not just a matter of “receiving”—it means “putting out” too. You get out of any organization, about as much as you put in. Thus, as we go on to consider the degree to which these conditions exist in our new life, let’s consider them in the light of making the best of what we find. Let’s not forget for a minute that we are supposed to be soldiers who must of necessity be conditioned to bear the hardships of campaigns.

First, we will consider living conditions. On that score, any real man has nothing about which to complain. You are fed on a scale far above that of the average American family. Your barracks are warm, clean and sanitary—not luxurious to be sure, but better than those of any army in the world. As for your health, a sickly soldier is of no use to the Army and as long as you are in the service, nothing is overlooked in that regard. Army athletics give you plenty of opportunities to engage in your favorite sport. If you are the kind that must have recreational facilities provided for you when away from camp, you can find them provided in good measure, by nearby civilian communities.

As to pay, service in the Army is a good job, even for a beginner. It has been estimated that the pay of a private is equivalent to civilian pay of from \$100 to \$125 per month. You pay nothing for room, board, clothing or medical care. There is plenty of opportunity for promotion in this new Army of ours, and with every promotion you get an increase in pay. In addition soldiers who demonstrate outstanding qualities of leadership, may qualify after four months service as a candidate for Officers’ Training Schools.

Up to this point, you have been trained largely as an individual. You have received the basic training of a soldier and many of you have been given specialist training along the lines you are best fitted. You go from here to be assigned to units or teams that go to make up this highly complicated Army of ours. Some of you may be assigned to combat, some to service, and others to headquarters units; but wherever you are assigned, you become a member of a highly organized team. If it is a good outfit, every man jack will tell you about it soon enough. In the older outfits, you will meet the challenge of histories of hard fighting and suffering; of old loyalties to high standards of duty and honor. Better still, in the new ones, you will participate in the molding of similar traditions. In either case, you will be joining the oldest fraternity in the world; you will share the daily comradeship which is the supreme joy of soldiering. As you learn the facts that make your outfit different from any other; as you contribute your bit toward making it good; as you fight for it on the athletic field, in competitive drills, on maneuvers, and in target practice, it will gradually become an important part of you, so that when the supreme test comes on the battlefield, you will give your life rather than "let it down." Then you will have what military men call "esprit de Corps" which is the essence of morale.

At this stage of your training you will become keenly conscious of the importance of good leadership. Let's consider for a moment who your leaders are and where they come from. A very small proportion are professional soldiers from our small standing Army—graduates of military schools and other educational institutions; the product of our Army schools and long years of experience. But by far the greater proportion are citizen soldiers just as you are, members of the National Guard, Officers Reserve Corps and graduates of our Officer Candidate Schools. They are not leaders by virtue of money, social standing, or politics—they are patriotic citizens, who during times of peace, had the convictions and the foresight to prepare themselves, who have demonstrated the qualities of character that military leaders must have. Good military leaders are not made in a day—neither are good football coaches, educators, politicians, and lawyers. Experience is necessary and many of these men must of necessity get theirs as you get yours. They will make mistakes, but few will make the same mistake twice. In any event, they are your new bosses, and they have been picked and trained in a democratic, American way.

You have known bosses before—in school, in government, and on your civilian job. I am not going to insult your intelligence by explaining to you the necessity for bosses in the Army. In the Army as in civil life, they are alike in that they have responsibility, that is why they must be obeyed. But there is an important difference in the degree of this responsibility. Your company commander is responsible for you twenty-four hours a day. He must see that you are trained, fed, clothed and sheltered. He must look after your health, comfort, and amusement. In the final analysis, he is responsible for your life on the battlefield.

What then, should be your attitude in relations with your officers? There are many things about these relations that are strange to the average American. Officers live in separate quarters; they don't mix

socially with enlisted men; they wear a different uniform; they receive higher pay. But don't look upon these things as privileges accorded them as superiors. Look upon them as necessities which long experience has shown that they must have in order to better fulfill their responsibilities to you and to their country. Their orders must of necessity be positive, brief and curt; often there isn't time to explain the reasons. Personalities differ—some are able to get results by intimate, inspirational means; others find it best to remain aloof. Whatever their methods, they are held responsible for results. You can do your part by obeying their orders promptly and cheerfully; give them your respect and loyalty. Don't worry too much about your own rights. In the long run you will always get a square deal; any old soldier will tell you that.

But the morale of this man's Army can't depend solely on welfare, training, tradition, and confidence in leadership. No democratic army in all history has been successful unless its soldiers had faith in their cause. France, with the best trained and equipped army in the world fell, because her soldiers lacked conviction. Why should we give up years of our lives, our personal privileges, our pleasures and comforts? It is about time that you and I faced the facts. Let's dismiss from our minds all confusing questions of national policy. In those matters we must put faith in our civilian leadership. Soldiers do not make wars—they only end them. It is not for us to worry about where and whom we will fight. When and how are all we are concerned with now. For us it will suffice to keep uppermost in our hearts and minds certain stark facts. The world today belongs to the strong, make no mistake about that. Our great nation, our standards of living, and our priceless heritage of liberty are at stake. Life as we have known it, will be gone forever unless we are prepared to fight and die for it. In this crisis, as in 1775, 1864 and 1917, our government has deemed it necessary to resort to universal military service. We have been picked from millions of young Americans as the best fitted mentally and physically, to shoulder the responsibility of fighting for our country. How about it, soldier, is it a worthy cause?

ARMY ORIENTATION COURSE

("The Constitution of the United States"; the Current Phase of War)

Twelfth Period: One Hour

Place. Classroom.

Text References. AG Memorandum, No. W350-236-43, dated 30 August 1943, including Information Memorandum, No. 3; Army Orientation Course, Training Guide and Material (SSD), dated 14 August 1943; Special Service Digest, Orientation Issue.

Instructional Aids.

Equipment. Newsmap (SSD); photographs or clippings (local sources).

Procedure. Lecture and Conference. The first part of the period should be devoted to a lecture entitled, "The Constitution of the United States." For the remainder of the hour, the instructor should discuss with his class the current phase of the war. Following is a suggested outline of such a conference:

1. Presentation of the day's news by the instructor.

2. Appropriate item in day's news should lead into a resumé of the news for the preceding week and the current week.
3. Questions and discussion of the two weeks' news by instructor and class.

Following is the text of:

THE CONSTITUTION OF THE UNITED STATES

Every American, and especially those of us who are in the military service, should know something about the Constitution of the United States, because it is the fundamental law of our country, and the great bulwark of our liberties, individual as well as national. This period will be devoted to a consideration of some of the salient features of that historic document, under which we have been governed for more than a hundred and fifty years, while we have grown from small beginnings into the richest and most powerful nation on earth.

For some years following the establishment of our independence in the war of the Revolution, the United States continued under the old articles of Confederation, with only the weak and inefficient central government established by those Articles. Fortunately, however, outstanding leaders throughout the young nation, and the people generally, came to realize the dangers involved in that situation, and the vital need of a strong Federal government. A convention of delegates from the thirteen states was called together in Philadelphia in 1787. These keen-minded leaders of our infant nation saw very clearly the defects of the Articles of Confederation. Among these were that:

(a) It did not provide for a central executive and there was no supreme executive power to enforce the laws.

(b) No provision was made therein for a central judiciary and each State interpreted Federal laws as it saw fit.

(c) Each State was permitted to regulate its own coinage and there were at one time fourteen different kinds of coinage in the thirteen States. This greatly interfered with trade.

(d) The Articles could not be amended without the consent of all of the States. Several times failure of a single State to concur in a desirable amendment of the Articles resulted in its defeat.

(e) Although the Confederation Congress had the power to build and equip a Navy, its powers with relation to the Army were limited to fixing the number of land forces and to making requisitions upon the States for their quotas; and it had no control whatever over the State militia.

(f) In addition, although the Articles contained many wise provisions which later were carried forward into the Constitution, the compact gave Congress no control over interstate commerce and no power to raise money.

There is small wonder then that the Confederation was not a success.

The great instrument which replaced the defective Articles of Confederation emerged from the Convention on September 17, 1787, after the delegates had labored one hundred days in its making. It is true that many of the Constitution's provisions resulted from compromises entered into by men with strong opposing views. Nevertheless, the results so obtained have stood the test of time. Among the most important of these is the great "supreme Law of the Land" clause of Article VI, which clause

has been spoken of as the linchpin of the Constitution, as it effectively binds the parts into the whole. It provides as follows:

"This Constitution, and the laws of the United States which shall be made in Pursuance thereof; and all Treaties made, or which shall be made, under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution or Laws of any State to the Contrary notwithstanding."

This provision decided the vital issue as to national control in national matters over State laws and actions, and emphasized the basic nature of the Constitution as an expression of the will of the whole people.

The Preamble of the Constitution reads:

"WE THE PEOPLE of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

By these words we are informed of the objects sought by the American people in the great charter of our Government, the Constitution. However, no powers are granted to the Federal Government by the Preamble, but these powers which are the source of authority for all activities of the Federal Government are to be found in the body of the Constitution and in the Amendments thereto.

Under the Constitution the United States is a nation with a dual system of government. The central part of this system is called the Federal Government. It is republican in form and has only those powers expressly and impliedly granted to it by the Constitution. It emanated from the people and constitutes the organic law of the Nation. The separate State Governments form the other part of the dual system; as members of the Union, they are not sovereign in an international sense, but do possess their own constitutions and laws, and enjoy local self-government with relation to all matter not delegated to the Federal Government. The powers of the Federal Government are predominant within the limits imposed by the Constitution. The constitutional powers of neither the Federal Government nor the States may be modified, enlarged, or restricted except by amendment of the Constitution itself.

The primary objects of the Federal Government are to provide for the national defense and welfare. It has all the powers deemed necessary to enable it to accomplish those purposes.

The Federal Government consists of three great branches or departments corresponding to the major subdivisions of its functions, namely the executive, legislative and judicial. In the Constitution there are special provisions in separate articles for these three main parts of the Government. No one of them can delegate any of its powers to another. Of necessity, this separation of powers carries with it certain very wise checks and balances of one branch upon the other; such as the power of the Judiciary to refuse to enforce unconstitutional laws enacted by Congress; the power of the President to appoint the judges and to veto laws passed by Congress; the power of Congress to control expenditures, etc. The President,

in the exercise of his executive power under the Constitution, may act through the heads of the appropriate executive departments. These are the cabinet members, who are his authorized principal assistants in the performance of his executive duties. Their acts within the scope of their authority are presumptively his acts.

The legislative branch of the United States Government is composed of the Senate and the House of Representatives. Two Senators represent each State and are elected for terms of six years. The number of Representatives from each State is based upon the number of persons entitled to vote therein. They are elected for two years. Neither house of Congress acting separately can enact a law. The general method of lawmaking is set forth in the Constitution. Bills may originate in either house of Congress except those for raising revenue which must originate in the House of Representatives. After passage in one house the measure is referred to the other body for consideration. The bill is then sent to the President for his approval. If he disapproves, it cannot become a law unless repassed by a two-thirds vote of each house.

Congress has seventeen expressly enumerated powers granted to it in the first seventeen clauses of the First Article of the Constitution. The eighteenth clause of that Article grants the general power to enact all laws necessary and proper for carrying into execution all other specific powers of the Federal Government as a whole. This latter clause provides the basis for the so-called "implied powers" of Congress. One of the principal powers granted to Congress is that of taxation. The Federal power to tax is virtually unlimited, but Congress cannot in the guise of taxation exercise other powers not granted by the Constitution. Another very important express power is that which authorizes Congress to regulate interstate and foreign commerce. Commerce is held to include traffic, intercourse, navigation, trade, shipping; and the power to regulate includes the power to protect, limit, control, restrain, and prohibit.

One great defect of the Articles of Confederation is corrected by the exclusive grant of power to coin money and regulate the value thereof. All authority in this regard is exclusively vested in Congress and wholly denied to the several States. The powers to regulate the mails is found in the power to establish post offices and post roads. The authority of Congress over patents and copyrights is included in its power to promote the progress of science and useful arts. In addition, eight of the enumerated powers relate to war or military matters. Congress alone is authorized to declare war, as a voluntary act of sovereignty, although the President, as Commander in Chief, has power to employ the Army and Navy to resist any attempted invasion, whether or not there has been a declaration of war, because of his Constitutional oath to defend the Constitution.

At this point it is pertinent to call attention to the fact that in addition to the prohibitions and limitations added to the Constitution by the amendments thereto, which will be briefly discussed later, several other limitations are imposed upon the power of Congress in the body of the Constitution. For instance, Congress may not enact bills of attainder or ex post facto laws. A bill of attainder is a legislative act which inflicts punishment without a judicial trial. Generally speaking, an ex post facto law is one which imposes a penalty for an act which was not punishable

at the time it was committed or one which increases the penalty for an act previously committed.

Ordinarily a person may not be restrained of his personal liberty. If restraint is imposed upon him the Constitution guarantees to him the right of judicial process termed a "writ of habeas corpus" which entitles him to a hearing before a court or judge to determine whether or not he is lawfully detained. Congress is expressly denied the authority to suspend this privilege, except in time of rebellion or invasion when the public safety requires it.

Congress is also denied authority to impose taxes in exports, or to give preference to the ports of one state over those of another. It may not permit money to be drawn from the Treasury except by appropriations made by law, and it is prohibited from authorizing grants of titles of nobility.

On the other hand, to prevent the states from encroaching on Federal powers, certain other prohibitions are included in the Constitution. For example, no state may enter into any treaty or alliance. States are not permitted to coin money or print paper money. They too are barred from passing bills of attainder or ex post facto laws as described above, as well as laws which impair the obligations of contracts. Without the consent of Congress, they may not lay duties or taxes on imports or exports except those absolutely necessary for executing their inspection laws, or keep troops or engage in war unless actually invaded or in imminent danger of invasion.

The President is vested with the executive power. He is elected to hold office during a term of four years. He has power to approve or disapprove every act of Congress, and to recommend proposed laws for their consideration. He may grant reprieves and pardons to persons convicted of offenses against the Federal laws. He directs the foreign affairs of the United States, including the negotiation of treaties, which, however, become effective only with the advice and consent of the Senate. He has power to appoint foreign representatives and the other principal officers of the United States, this also with concurrence of the Senate, and may remove any such officers excepting judges.

The Constitution also vests in the President the supreme command over all military forces, thereby securing such undivided command as would be necessary to prosecute a successful war. As Commander in Chief he is authorized to direct the movements of the land and naval forces placed by law at his command, and to employ them in the manner he may deem most effectual to harass, conquer and subdue the enemy. He may even cause them to invade an enemy country and to subject it to the authority of the United States. Incidentally, however, such conquests do not in themselves alone enlarge the boundaries of the United States. To annex foreign territory permanently, a treaty ratified by the Senate, or an act of Congress, is necessary.

Though the Constitution does not expressly state that the President shall have any special or additional powers in time of war, such powers are granted in general terms. The Preamble to the Constitution states that one of its objects is to provide for the common defense, and we have seen that among the functions and powers given to the President by the Second Article are those of Commander in Chief of the Army and Navy and

of the militia of the several States when called into actual service of the United States. Also in the First Article, eight of the specific powers granted Congress relate to war and military matters. Therefore, taken in connection with the "necessary and proper clause," in time of war the war powers of the Federal Government including those of Congress and the President, are in the aggregate considerably broadened under the Constitution to preserve the Government's inherent right of existence.

The Supreme Court has held that the constitutional basis for such exercise of the war powers is not destroyed by the cessation of active hostilities. Thus adequate measures may be employed to remedy evils which have arisen from the hostilities or to guard against renewals of the conflict. At present, this nation is living through a period of national emergency declared by the President to guard against the danger of war. The President has much of the necessary power to deal with that situation by direct operation of the Constitution. In addition he has been granted very extensive additional powers by Congress. We may be sure that Congress will grant whatever additional authorizations may be necessary to meet the situation, and that all of these powers are and will be in harmony with the Constitution.

One of the most striking and novel features of the Constitution is the establishment of the judicial branch as an independent and coordinate member of the tripartite organization of the Federal Government. The lack of an adequate judicial system was one of the vital defects of the central government under the Articles of Confederation. The judicial branch is provided for by the Third Article.

This article is the source of the authority for the so-called "constitutional courts," which consist of one Supreme Court, and such courts inferior thereto as are ordained and established from time to time by Congress. Under this article of the Constitution, Congress has established the following principal constitutional courts and vested in them the judicial power of the United States, either in original or appellate form; the Supreme Court, the Circuit Courts of Appeal, and the District Courts.

Under provisions of the Constitution other than the Judiciary Article and by virtue of other powers of Congress, it has established the so-called "legislative courts" as distinguished from the foregoing constitutional courts. The more important legislative courts are: The Court of Claims, established under the power to pay the debts of the United States; the Court of Customs and Patent Appeals, created under the power to lay and collect taxes on imports and the patent right power; Territorial courts established under the power to govern Territories. The President himself, has the power incidental to military occupation, to establish provisional courts with civil, criminal and admiralty jurisdiction. Very similar to these courts are the military tribunals provided for by Congress under the war powers, for instance, under its power to make rules for the government and regulation of the land and naval forces.

A great deal of time and labor was spent by those who framed the Constitution in order to obtain a means whereby it could be changed to meet the needs of the people, yet at the same time be safeguarded against hasty or ill-considered experiments. The Fifth Article was the result. Thereunder, amendments may be proposed (a) by two-thirds of both

houses of Congress, or (b) by a convention called by Congress for such purpose upon application of the legislatures of two-thirds of the States. In either case the amendments are made valid parts of the Constitution when ratified (a) by the legislatures of three-fourths of the States, or (b) by conventions convened in three-fourths of the States.

Thus the fundamental law may be altered gradually in accordance with social changes. Only twenty-one amendments have been added to the Constitution and of these, the first ten constitute the Bill of Rights, and were added a short time after the instrument itself was adopted.

Although the first ten amendments of the Constitution are usually referred to as the Bill of Rights, the Ninth and Tenth Amendments are of a character distinctly different from the first eight which enumerate certain specific rights and privileges and guarantee them against infringement. Looking thus to the substances of the amendments rather than to their grouping, the Supreme Court has in several instances referred to the first eight as constituting the Bill of Rights.

The first ten amendments were adopted to quiet apprehension that, without such declaration, the Federal Government would assume, and might be held to possess the power to trespass upon those rights of person and property, which, by the Declaration of Independence were affirmed to be inalienable rights. Such being the purpose of the Bill of Rights the they, independent of other provisions of the Constitution, in no wise limit the powers of the respective States or the people. On the other hand, restrictions therein were binding only on the Federal Government and since, the adoption of the Fourteenth Amendment in 1868, the courts have by gradual process construed it as in the nature of a "short-form bill of rights." Their holdings indicate that this amendment, by limiting the scope of State legislation, extends the protection of the national Constitution to the essential attributes of freedom against local passions and prejudices. Accordingly, today freedom of religion, speech, press, and assembly are protected against either Federal or State laws which would deprive the people of such privileges.

The national Bill of Rights also protects the people against military intrusion in their homes; it guarantees the right of the people to keep and bear arms for the common defense; it protects the rights of citizens in civil trials. In addition, numerous safeguards of persons accused of crime are guaranteed to them, such as the right to a common-law jury trial, and the privilege that one shall not be twice put in jeopardy for the same offense or be required to incriminate one's self.

The Eleventh Amendment was adopted for the purpose of supporting the sovereignty of the several States by prohibiting suits against them without their consent. The Twelfth Amendment changed the method of voting for the President. The Thirteenth, Fourteenth and Fifteenth Amendments followed the Civil War and guarantee personal liberty, rights of Federal citizenship, due process of law on the part of the States, and immunity from discrimination in the right to vote based on race, color or previous condition of servitude. Federal income taxes were authorized by the Sixteenth Amendment. Direct election of Senators was provided by the Seventeenth Amendment. The Eighteenth instituted nation-wide prohibition. The Nineteenth extended suffrage to women and the Twentieth

abolished the "lame duck" session of Congress. Finally, the last amendment, the Twenty-first, repealed the prohibition amendment and also freed the States' prohibition laws from limitation by the Federal Government's power to regulate interstate commerce.

As the Constitution is quite brief and may be read in a very short time, it should be read and studied by all who live under its protection. It must be borne in mind, however, that like the Bible, it too requires interpretation. The Supreme Court of the United States has this task. Throughout the years that Court has so ably functioned in this regard, that the Constitution today, after one hundred and fifty years of great social and economic changes, during both peace and war, retains its force and stability, securing "the blessings of liberty to ourselves and our posterity."

ARMY ORIENTATION COURSE

("The Citizen"; the Current Phase of War)

Thirteenth Period: One Hour

Place. Classroom.

Text References. AG Memorandum, No. W350-236-43, dated 30 August 1943, including Information Memorandum No. 3; Army Orientation Course, Training Guide and Material (SSD), dated 14 August 1943; Special Service Digest, Orientation Issue.

Instructional Aids.

Equipment. Newsmap (SSD); photographs or clippings (local sources).

Procedure. Lecture and Conference. The first part of the period should be devoted to a lecture entitled, "The Citizen—His Place in Government." For the remainder of the hour, the instructor should discuss with his class the current phase of the war. Following is a suggested outline of such a conference.

1. Presentation of the day's news by the instructor.
2. Appropriate item in day's news should lead into a resumé of the news for the preceding week and the current week.
3. Questions and discussion of the two weeks' news by instructor and class.

Following is the text of—"The Citizen—His Place in Government."

THE CITIZEN—HIS PLACE IN GOVERNMENT

Any nation is composed of a group of people, individually known as citizens. These citizens are generally gathered in a definite portion of this earth's surface. We recognize this group of people and the land they live in as a country. So it is common to speak of foreign countries, such as England and Germany. Nevertheless, it is of the character of a nation that it may have no land and yet remain a nation. For example, Poland is regarded as a nation today although its land is all under foreign domination. It is clear then that a nation is more than land upon which people live, it is the people themselves who are known as its citizens. A citizen owes allegiance to his government. This tie of allegiance connotes both rights and duties, privileges and obligations. It clings to the citizen whether he is at home or abroad. It is the most important element of nationality and upon it the very existence of government depends.

In the United States we are inclined to separate the Government from the people. We speak of the Government as a thing apart from us. We say "the Government does this or should do that." As a matter of fact, the Government and we are one and the same; we are running the Government and it is only when we cease to run the Government that it becomes separate from us.

It is primarily concerning this running of the Government by the people, you and me, that I am going to talk, that is, our duty in Government and how we may perform it.

We are all citizens of the United States and as such have certain definite duties and obligations to perform if our form of government is to survive and our rights and privileges be maintained.

As in all governments we have a duty to obey the laws of the country, to respect the rights of others, to pay taxes in support of our Government and to defend it when need be. These are the duties with which we are more or less familiar because we come in contact with them in our everyday life. We see them in actual operation. We see our laws enforced by the police and administered by the courts. We are aware of what happens when we fail to obey the laws.

We learn to respect the rights of others from childhood, first in the family, then in school and later out in the world. We recognize the necessity for this in our everyday association with our fellow citizens. We know that if we want our rights respected we have to respect the rights of others.

The payment of taxes is common to all of us because there is practically nothing that we can buy that doesn't include a tax. There are the indirect taxes, such as revenue and custom taxes that are paid at the source of manufacture or import and become a part of the purchase price of the goods we buy. Many citizens pay poll taxes, school taxes, and property taxes, theater taxes and other luxury taxes. These are direct taxes. We recognize the necessity for these taxes. They pay the expense of Government, build our roads and schools, and provide for national defense.

Perhaps the duty that has come the closest to us is service in the military units. Today we are all participating in that phase of Government.

These duties are not peculiar to our form of Government, but are merely the duties of a citizen in any government that is to survive. If the people do not recognize and accept these duties then the government falls and a new government will be formed which will require the performance of these obligations.

We are our own governors, we have no kind of dictator; therefore, if we are to retain our position as governors we must recognize, accept, and perform our duties as citizens. I assume that we are in agreement that government by the people, free government, our form of government, is what we want. At least, history shows us it is what people have fought for since the beginning of time, and are now fighting for.

As citizens of a free country we have at once a privilege and a duty in the right to vote, a privilege conferred upon every man and woman, regardless of race, creed or station in life, who has reached the age of twenty-one, and who is a citizen of the United States. It is only by voting

that the people register their will and desire as to who shall be their representatives and what they want these representatives to do. If everyone who is eligible to vote does not do so there is no true expression of the will of the people.

It is true that individually the voice of the average citizen is small and not impressive, but collectively the voice of the citizens is great. It is this collective voice, commonly known as Public Opinion, that fundamentally controls the policies of our country. This has long been recognized by our leaders. Thomas Jefferson said: "The basis of our government being the opinion of the people, the very first object should be to keep that opinion right." And Abraham Lincoln, in speaking of it, stated: "Public sentiment is everything. With public sentiment nothing can fail, without it nothing can succeed. Consequently, he who molds public sentiment goes deeper than he who enacts statutes or pronounces decisions."

Without question public opinion has been and is the greatest force in our Government, and anyone who understands and realizes its force may exercise a real power in Government. Because of this fact and, because individuals who achieve positions of leadership may seek to sway this opinion contrary to the best interests of the nation and its citizens, it is the duty of each citizen to study his Government and take an active part in it. Washington understood this when he said: "Promote then as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion it is essential that public opinion should be enlightened."

The necessity for an enlightened public opinion can hardly be over-emphasized. Our Government is a vast organization and being a representative form of government its processes are naturally slower than those of a government where the authority to make decisions is in one person. In our Government general policies grow out of public opinion and it takes time to formulate this opinion. In times, such as these, when many nations are controlled by dictators, it is essential that important decisions in our Government be made as rapidly as in other governments. If we are to do this, and still retain our form of government, public opinion must stay abreast of the times. The people must conscientiously seek to know the problems of our Government, if this opinion is to be of any value and is to be available at all times; otherwise public opinion will be ill-informed and, therefore, probably erroneous.

Fundamentally, the test that a free government must meet when in conflict with other powers is one of its ability to think and act quickly and soundly through its own processes. This can only be done if the citizens are able to take, and conscientiously are taking a part in their government and performing their duties as citizens.

You ask how is this to be done? How may I as a citizen take part in my Government? There are many ways in which a citizen may participate in government. Of primary importance is, of course, participation by voting. This is the expression of the will of the people. But it is equally, if not more, important that this will of the people be intelligently expressed.

Our government is especially adapted to give the training and experience in government that is essential if we are to act in an intelligent manner. The Federal Government itself is perhaps too remote for the

average citizen to take a direct part in its affairs, except when voting at Presidential and Congressional elections. However, the local governments, state, municipal, county and city are sufficiently close to afford ample opportunity for active participation in the formulation of their laws and policies. Many of these laws and policies supplement or otherwise relate to and affect national laws and policies. Local civic organizations usually provide opportunities to hear and participate in discussions of national issues. And as the individual citizen's ability grows, he eventually finds himself taking part in the Federal Government as the representative of his community. This form of participation may extend to the holding of public office and working in a political party.

For those not interested in public office or active political party work there are other ways. One may seek a career of service in the military units of the Government, the Army, Navy, or Marine Corps, or in other departments of the Government in a civilian status. In these services one is taking active part in the business of government as contrasted with the political. But likewise, as in politics and public office, it is impossible for everyone to be employed in the business of government.

How then are these people, who constitute the vast majority of our population, to take a part in government? Their time, energy and thought are primarily used to develop and take care of their individual businesses and perform their personal jobs. They haven't much time or energy to spare. However, all are, or should be, vitally interested and concerned with government and that it shall be properly run for the greatest good. How are they to be properly informed that they may intelligently express their opinions? How may they participate so that their opinions are known and carry weight? For them there are the many extra governmental organizations, such as tax leagues, chambers of commerce, farm and business organizations where they may meet with their fellow citizens and discuss and exchange ideas.

In fact whatever a citizen does that leads to his or his neighbor's better understanding of government is a service to government. Only by an expression of public opinion will the evils in government be changed. Only by well-informed citizens participating in government can we expect to have a good, well-managed government.

So far I have discussed only the relation of a citizen to the government in the practical sense of how he may participate in it and his duty to do so.

There is, as I have already said, another duty which every citizen owes to his government, the duty of loyalty or allegiance.

Many trite and meaningless things have been said about loyalty, allegiance, patriotism or love of country, and some people would have us believe that such feelings no longer exist, that we have grown beyond such childish things. I do not think this is true of American citizens. But I do believe we have come to take our Government a little too much as a matter of course. It was a free gift to us. It has cost us nothing. We are apt to forget that it is the result of a struggle between the people and oppressive rulers—a struggle that lasted for more than seven hundred years from the Norman Conquest of England to the surrender of Cornwallis at Yorktown. We forget that this freedom of ours was not peacefully won, that it was bought at a bitter price on a hundred battlefields

We forget that, though the time was long and the price was great, it can be lost and destroyed overnight by ignorance and indifference. I cannot believe that we want that to happen. I think the American citizen today is as loyal and willing to serve his country as in any time in its history. And I am confident that American citizens believe in and want the type of government we have—free government by the people. Let me read to you the statement of a prominent statesman as to what happens when people cease to believe in their government. I quote: "When men cease to love their government, cease to be willing to sacrifice to preserve it, cease to be willing to die physically that it may endure; when men come to look upon their government only as an instrument through which to promote some selfish interest or ambition, they end the possibility of remaining free." (End of quote).

The truth of this statement has been so forcibly proven in Europe that it hardly requires comment. Spain, Germany, Italy, France, Austria and others are the tragic examples of what happens to a country when the citizens have lost faith in their government or have failed to participate in government so that they may know what is going on. A few years ago all of these countries had comparatively free governments and free citizens. The people thought, talked and lived much as they pleased. However, in some of the countries the people were incapable of governing or recognizing and accepting the responsibilities of government, in others the people were ignorant or indifferent or did not have faith in free government, or were the victims of traitors or outside forces. Fundamentally, though, the change in the nature of their government was made possible by the failure of the people fully to understand or to care what was going on. And it is especially significant to note that while this was going on in certain countries, the people of other nations, that have since fallen to the dictators, did nothing about it in their own countries. They thought it couldn't or wouldn't happen to them and when it began to happen they were powerless to prevent it. It is only under such circumstances that it is possible for some small group to gain control and dictate the policies of government, to take away the rights and privileges of the people and force them to serve the government.

I have been speaking only of the duties of a citizen to his government—duties which exist equally in any form of government—and have emphasized particularly the importance of all citizens in this country participating in government, and accepting and performing duties of this nature. It is only by supporting our Government in this fashion that we can enable it to insure to us our rights and privileges as citizens. Under a dictatorial government the citizen has no guaranteed rights. His property, his liberty and his very life are all subject to the personal whim of the dictator. He can appeal to no court for redress. The courts are only agents of the dictator. In our country the government serves the people; in the totalitarian countries the people exist only for the government.

Let us examine what we as citizens of the United States have received in the past and may expect to receive in the future in return for the performance of these self-imposed duties.

Looking back, over more than one hundred and fifty years since this Nation was established, we find that the rights of no other people in the

world have been so completely and carefully protected as those of citizens of the United States; no other people in the world have been so prosperous; no other people have ever enjoyed such a long period of comparative peace, of prosperity, of political freedom and liberty within the law as we have under our Government and our Constitution. This may sound like a very broad statement, but it is true, and will continue to be true as long as we continue to support our Government.

Our Government is essentially one of rights and privileges guaranteed to the people by the Constitution. These rights and privileges are based upon the underlying principle that all men are equal before the law, and while there are some restrictions on the rights of citizens these restrictions apply to all alike.

The Bill of Rights, as the first ten amendments to the Constitution are commonly called, has established a sanctuary of personal rights into which the Government cannot intrude. In these amendments are included the three great freedoms which so vitally distinguish the citizens of the United States from those of many other nations. Freedom of Speech, Freedom of the Press, Freedom of Religion—in no other country in the world are these rights exercised so fully, so uniformly or so confidently as in the United States.

Nowhere in the world may people express an opinion, good or bad, about the Government or the people who manage it, with greater freedom than in the United States.

Nowhere, except here, do the newspapers print what they please without censorship or control so that the citizens may be informed of the actual facts.

Nowhere, are there as many denominations and creeds all worshipping in their own way without interference.

Nowhere else are individual rights to property and liberty so highly regarded and respected.

These are the rights and privileges that the people of this country have fought for and desire to maintain. These rights and privileges are the rewards of free government. Whether we will retain them depends on whether we recognize our duties as citizens, how willing we are to accept these duties, and how well we perform them. To a great extent this will depend on our loyalty and allegiance and how strong is our desire to retain that which we have—our freedom, our homes, and our country.

ARMY ORIENTATION COURSE

(“The Relations of an American Citizen to His Government in Military Matters”; the Current Phase of War)

Fourteenth Period: One Hour

Place. Classroom.

Text References. AG Memorandum, No. W350-236-43, dated 30 August 1943, including Information Memorandum, No. 3; Army Orientation Course, Training Guide and Material (SSD), dated 14 August 1943; Special Service Digest, Orientation Issue.

Instructional Aids.

Equipment. Newsmap (SSD); photographs or clippings (local sources).

Procedure. Lecture and Conference. The first part of the period should be devoted to a lecture entitled, "The Relation of the American Citizen to His Government in Military Matters." For the remainder of the hour, the instructor should discuss briefly with his class the current phase of the war. Following is a suggested outline of such a conference.

1. Presentation of the day's news by the instructor.
2. Appropriate item in day's news should lead into a resumé of the news for the preceding week and the current week.
3. Questions and discussion of the two weeks' news by instructor and class.

Following is the text of—"The Relation of the American Citizen to His Government in Military Matters."

THE RELATIONS OF AN AMERICAN CITIZEN TO HIS GOVERNMENT IN MILITARY MATTERS

The subject of this talk is the relation of an American citizen to his Government, in military matters. You will hear or have already heard a talk on the relations of the American citizen to his Government, in general. The military aspect of this matter is only one phase of the general relationship that exists between our Government and ourselves but a separate talk is devoted to it because it is of special interest to us who for the time being, at least, are devoting our entire time to military activities.

Citizenship in one sense or another has existed since man first found it to his advantage to organize into families and clans or other collective groups. From the earliest times membership in some such group has been essential to man's existence. The early citizen got protection, companionship, and material gain from his relation with other members of the group and he gave to the group whatever services he was qualified to give. Citizenship in the group was recognized as a matter of "give" as well as "take." The elders gave their services in Government and other matters; certain skilled artisans made weapons and tools; some did the hunting, while others raised the crops; and in time of war the young and able-bodied did the fighting. In the thousands of years between those early days and the present, human society has evolved into the complex state that we see today. But the fundamental principles remain the same as of old. It is still true that citizenship provides protection, companionship, and material gain and it is equally true that certain members of society make the weapons and tools while others raise the crops; and also that in time of war the young and able-bodied do the fighting.

You are here today, wearing the uniform of your country, because of the relation that exists between your Government and you, its citizens. While none of you would shirk the responsibility that has been placed upon you, I have no doubt that many of you would prefer that world conditions had continued to make it possible for you to live in the familiar surroundings of your homes and communities. Yet, perhaps against your personal preferences in some instances, you have been removed from your normal living conditions and have taken up a new type of life and service in response to your country's need. I wonder how many of you who entered the Army through selective service have thought it through and come to a

conclusion as to how it has happened that such a transformation could take place in your lives without regard to your own wishes. One answer may be that indirectly you did express yourselves through your representatives in Congress, when they enacted the law under which your selection and induction were accomplished—which brings me to a matter I should like to discuss briefly. I refer to our form of Government.

The American Government, like that of Great Britain and certain other countries, is known as a democracy because the people govern themselves, in contrast to being governed by a dictator or a monarch. In that sense the term democracy correctly describes our general scheme of government. However, the term democracy literally means a government in which the people themselves actually make the laws. An example of democratic government was the old New England town council in which all the citizens met and formulated the rules for the government of the town. As you can readily see, such a cumbersome method of government is practicable only in the smallest communities. The solution that suggests itself as a means of keeping government in the hands of the people when the community has grown too large for such councils is for the people to choose certain persons from among themselves as representatives at the seat of government. Then you have a representative or Republican form of government. The Government of the United States has been representative from its inception. The people govern themselves through their elected representatives who make the laws. Thus it is that although those of us who are most closely affected by the Selective Training and Service Act of 1940 had no direct voice in its enactment, we nevertheless, as part of the people of the United States, did, as I have already indicated, have a hand in its enactment through our representatives in Congress. I need not point out that under our form of government, the laws passed by our legally elected representatives are as valid and as binding upon us as though we had personally enacted them ourselves.

Under our form of government the Congress makes the laws regulating the military activities of the country. Congress appropriates the money for the maintenance of the Army. It determines how many men the Army shall have. Congress established the various components which make up the Army of the United States, namely the Regular Army, the National Guard of the United States, the National Guard while in the service of the United States, the Officers' Reserve Corps, the Organized Reserves, and the Enlisted Reserve Corps. Congress has provided for the Citizens' Military Training Camps and the Reserve Officers' Training Corps, with which many of you are familiar. Congress determines what your pay shall be and Congress enacted the Articles of War for the government of the Army of the United States, to which you and I and all other members of the Army are equally subject. The Articles of War are as much a part of the law of the land and an expression of the will of the people as any other law in the statute books.

Although, under our Constitution, providing for an Army is a function of Congress, the command is wisely unified in a single individual—the President of the United States. The Constitution expressly states that the President shall be the Commander-in-Chief of the Army and the Navy. This is in line with the historic principle of unity of command.

Under our form of government all strength flows from the people. The Government is merely the vehicle by which the will, the strength or the desire of the people is expressed. An obvious illustration is the matter of finances. The Government has no money except what it gets from the people through taxes. Every day each one of us contributes in one way or another our share of the money which flows into the Federal Treasury. Without the money we thus contribute, there could be no effective Government and we could not enjoy the inestimable privileges of living under the Government of the United States. One writer has stated that there is no greater privilege accorded man than this right to live under the Government of the United States. But let me remind you again of the obvious fact that that privilege also carries corresponding obligations. You have lived long enough to realize that the valuable things in life are not to be had for the asking—and this brings us back to the subject of this talk—the relations of an American citizen to his Government, in military matters. This relation with its privileges and obligations, has always existed but so far in our history it has come into play so as to affect the lives of large numbers of our citizens only in times of war or threatened war. Our geographical isolation has made it possible for us to exist in the past with a small Army that could be kept up to strength by recruiting soldiers who desired to make the Army a career or who enlisted out of the adventurous spirit or for other reasons. Likewise in times of peace, there has been no occasion to regulate the output of business or to ration food or gasoline. When the national existence is imperiled, however, military considerations become of prime importance and the military relation of the citizen to his Government comes to the front, no less as regards the civilian than the soldier. Since the present war began in Europe the following acts of the Government have brought into prominence the military relation between our Government and her citizens.

Early in the war, because of an act of Congress, American citizens were forbidden to travel on foreign ships in certain waters.

The Government has found it necessary to require a number of families to sell their homes and farms to the Government in order to make way for military training areas. It goes without saying that these properties were acquired under legal process and paid for by the Government.

Certain materials have been determined to be essential to the national defense and have been turned away from civilian pursuits into the production of defense materials. For example, the fabrication of aluminum into pots and pans and other articles of civilian use has been discontinued, thus affecting the lives of many people who are engaged in that industry, as well as touching the daily life of the mass of our people who are accustomed to aluminum products.

The diverting of oil tankers by the Government for military purposes has caused a shortage of gasoline in certain areas of the country which has resulted in rationing of that product.

The tremendous cost of financing the war requires the citizens to contribute more and more money to the Government. In one way or another the obligation of taxes reaches every man, woman and child in the United States.

About three years ago Congress passed a resolution authorizing the President to order to active duty certain Reserve officers and retired personnel and to order the National Guard into active Federal service.

And finally came the Selective Training and Service Act, under which many of you entered the military service of your country.

I mention these matters to indicate to you that the military relationship of the citizen to his Government involves not only those of us who wear the uniform of the armed services but many others as well. It happens that our contribution is more spectacular perhaps, but many others must make sacrifices, such for example as that of a family which has had to give up the old homestead and seek new surroundings because Uncle Sam needed the farm for a military training ground, or that of the man whose accustomed work is gone because the material with which he worked is needed for defense. In any event, however, it is inevitable, in the circumstances, that the responsibilities should rest more heavily on some than upon others.

It has happened, as it always does in the case of military threat to our existence, that the nation looks to its able-bodied youth for the physical strength, as well as the spirit, to defend it. Circumstances and the law of the land have decreed for you membership in the Army of the United States, and the opportunity to render your service to your country in this emergency at posts of special honor as members of its armed forces.

Let us now look into your relationship to your Government as a citizen-member of the Nation's Army. That relationship demands of you certain conduct which is designed to make you and your comrades into an Army which is prepared, as well as it is possible to prepare it, to maintain our national security and existence. Each of us has certain responsibilities which we cannot avoid, and the success of the whole depends directly upon the measure in which we meet these individual responsibilities. As good citizens we can do no less than our best.

First there is the duty of loyalty. The same Providence which has guided our national existence for over 150 years has decreed for us certain institutions and has put certain leaders at the helm. Every non-commissioned officer and officer in the Army represents those superior to him up to and including the Commander-in-Chief and ultimately, the Congress, the Constitution and the people. Thus, when you act with loyalty toward your corporal, your sergeant or your captain, you are being loyal to your nation and to yourself. No army can be effective, no nation strong, without loyalty, and it goes without saying that such loyalty must work from the top down as well as from the bottom up. Keep this in mind as you advance in rank.

Next, your present relationship requires obedience to the commands of your superiors. Although you may not always understand the reasons for the actions required of you, you can best serve by carrying out your assigned duty, whatever it may be, at the proper time and to the best of your ability. The reasons for much that you do now, without fully understanding why, will become apparent as your training progresses. Remember that you are not the only ones of whom obedience is required. Your captain is as much bound to obedience as you. The major general who will command your division has his superior whom he must obey, and even the

Commander-in-Chief must obey the will of the people as set forth in the law.

Obedience is the quality which enables the Army to make its great weapons effective. It is the element which insures team play and brings about coordinated action. No team from the scrub sandlot nine to the greatest of American teams, the Army of the United States, can expect to achieve success without it, and in this respect every man in the Army has a definite and important place on the team.

The physical stamina and mental alertness of the individual members of the Army have a direct bearing on its effectiveness as a whole. It is the individual duty of each one of you to increase to the utmost your skill in handling the job to which you may be assigned and to improve yourselves physically so that should the time come for you to display your skill in combat, you will not be found wanting in physical strength.

When our Government was organized on a national basis under the Constitution, following the Revolutionary War, certain powers were given to the Federal Government by the people and in return the Federal Government assumed certain obligations toward the people. "To provide for the common defense" is a duty laid upon the Federal Government by the people through the Constitution. When the Constitution was adopted there was an abundance of free land in America, the population was made up of few racial elements, industrial problems were simple, and the people had been united by their common struggle for independence. Moreover, under the modes of transportation then available the country was so far removed from other nations that it was not in danger from sudden attack. It was a relatively simple matter to prepare for war and there was ample time to get ready after an emergency arose.

Since that time our country has grown from a small, isolated nation into one of the dominant world powers. Likewise, the art of war has gone through a series of revolutionary changes. War is no longer a matter of foraging troops and using an assortment of rifles and bayonets, but demands the organization of the whole nation into a fighting team, ready to meet threatened attack, declared or undeclared, from any direction. Your contribution to the formation of such a team happens to be on the military side. In these days, America is fighting for her existence. Accordingly, she has called upon you, her citizens, to form an army strong enough to save her and carry her forward to victory.

The training you are now undergoing is an important factor in developing in you the military skill and soldierly character which are fundamental elements of national strength, not only in time of war but in time of peace as well.

The present American Army of which you and I are members, is fighting for liberty no less than our forefathers who fought the Revolutionary War to a successful conclusion. The only difference is that they fought to achieve liberty while we are fighting to keep it. Men like to look upon liberty as an inalienable birthright. Human history, however, is a record of the struggle of man to liberate himself from limitations that hamper his growth. Nature does not supply even the necessities of life in sufficient quantities when man wants them, where he wants them, or in the form in which he wants them. Out of this scarcity in nature arise various conflicts.

There is a conflict between man and nature. There is a struggle within the individual himself. There is a conflict between man and man. The desires of the individual run counter to the desires of those about him. All sorts of traditions, customs, and governments have been established to control the inevitable, incessant conflict or desires and to direct the struggle toward some definite objective. In the United States the objective is justice, domestic tranquility, and the blessings of liberty for all. Progress toward achievement of this objective is more rapid the more fully all recognize the goal and cooperate in the struggle to attain it.

Out of the eternal struggles between man and want, between man and nature, and between man and man, certain specific liberties have been achieved. These liberties have been won and kept at the price of continuous sacrifice and effort. This was recognized by our forefathers when they gave up their homes in England and braved the dangers and faced the privations of the new land called America in order to secure liberties that they held dear. Now we are faced with an all-consuming struggle between nation and nation in which liberty and freedom again are among the principal stakes. The rulers of Nazi Germany have deliberately set out upon a program of ruthless conquest which, if successful, will make them the masters of the world for the next thousand years. If they are successful they will organize Europe into a so-called "new order" which will make Germany the dominant nation and the rest of Europe her vassals. They will follow out the program they have already started of transplanting whole populations from one area to another. They will take to themselves all the heavy industries which go to make a nation strong and will relegate to the other countries what remains. Once completed, their organization would preclude the possibility of any other nation raising a finger in the cause of liberty. The same applies in no less force to the ruthless aggrandizement of Japan.

I need not tell an intelligent, alert group of young Americans what that would mean to each one of you, to the family of each of you, and to your future livelihood and well-being. We all read the same newspapers and listen to the same radio broadcasts. You know what has happened in Belgium, Holland, France, Greece, Yugoslavia, and other countries of Europe. You saw what happened to the people of Norway who did not take precautions to protect their liberty. You saw what happened to the Greeks, who, though strong enough to give Mussolini a good account of themselves could not meet the combined strength of Italy and Germany. These were small countries. But you have also seen what is happening to big China which, though numerically greater than the United States and Japan combined has been for over three years in dire danger of losing her independence because she was unprepared in a military sense. I mention these instances to show you that liberty and freedom are not matters to be taken for granted. No generation in the history of the world has been treated to a better demonstration that they are not to be taken for granted than yours. They must be fought for and vigorously defended when threatened. The logical persons and the only person who can protect these vital safeguards of our existence are the citizens of this country. There are many ways in which all citizens can contribute to the struggle. It happens for good reasons that the actual military participation falls to

the lot of the young, the strong, and the hardy. Your presence here now identifies you with this group. You personify America's determination that no dictator-aggressor shall deprive us of our priceless heritage—the right to rule our own lives.

ARMY ORIENTATION COURSE

("American Military Policy"; the Current Phase of War)

Fifteenth Period: One Hour

Place. Classroom.

Text References. AG Memorandum, No. W350-236-43, dated 30 August 1943, including Information Memorandum No. 3; Army Orientation Course, Training Guide and Material (SSD), dated 14 August 1943; Special Service Digest, Orientation Issue.

Instructional Aids.

Equipment. Newsmap (SSD); photographs or clippings (local sources).

Procedure. Lecture and Conference. The first part of the period should be devoted to a lecture entitled, "American Military Policy." In the remaining time, should there be any, the instructor should discuss briefly with his class the current phase of the war. Following is a suggested outline of such a conference:

1. Presentation of the day's news by the instructor.
2. Appropriate item in day's news should lead into a resumé of the news for the preceding week and the current week.
3. Questions and discussion of the two weeks' news by instructor and class.

Following is the text of—"American Military Policy."

AMERICAN MILITARY POLICY

The preamble to the Federal Constitution declares:

"We, the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the General Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

It was the people who made this solemn declaration—not the Continental Congress—not the legislatures of the thirteen original states—not any group or faction—not any President, Emperor, King or Dictator—but the people. All of the people—the rich and the poor; the humble and the proud; the influential leaders of high estate and obscure toilers of modest circumstance. A free people proclaimed to the world their political ideals and principles.

They formed a "more perfect Union," because they desired to live under a government of laws and not of men. They had learned from bitter experience the injustice, despotism and tyranny that is the lot of human beings who must live and toil under the arbitrary rule of a King whose will is law. They knew that even self-government can become despotic and arbitrary without firm limitations and restrictions upon the rule of the majority and the actions of government officials. Hence, their "more perfect Union" envisioned a central government with power and authority

sufficient to be in truth a national government, but restricted in its sphere of action so as not to impinge upon the liberties of the citizens.

They intended to establish "Justice" as a right and not as a privilege. Every man was to be equal before the law. No citizen could be deprived of his life, liberty or property without the due process of law. They understood that equal justice is the great Keystone in the arch of Free government, and without it there can be no freedom.

The founding fathers realized that in a world of human beings a government worthy of respect must provide for the "common defense." They had lived 'midst "wars and rumor of war." They had experienced hardships and agonies and realized that there was no quick realization of a peace that knows no ending, but that its attainment is a slow process of education and spiritual development. With practical understanding they charged their national government with the great and serious responsibility of guarding and protecting the rights, safety and welfare of the nation and its citizen against the aggressions and ambitions of Kings, potentates and rulers. They knew no nation could survive without diligent and persistent attention to its defense.

"One of the surest means of preserving peace is said to be, by being always prepared for war. But a still more sure means is the power to repel, with effect, every aggression. * * * The navy or army which could be maintained by a single State in the Union would be scarcely formidable to any second rate power in Europe. It would be a grievous public burden, and exhaust the whole resources of the State. But a navy or army for all the purposes of home defense or protection upon the ocean is within the compass of the resources of the general government, without any severe exaction; and with the growing strength of the Union must at once be more safe for us, and more formidable to foreign nations. The means, therefore, to provide for the common defense are ample; and they can only be rendered inert and inadequate by a division among the States, and a want of Unity of operations." (1)

The promotion of the "general Welfare" was one of the principal purposes of the founders of our Government in formulating the Constitution. They envisioned a nation rich and powerful with a contented, prosperous citizenry, sustaining a central government adequate and sufficient to adopt and maintain policies for the well-being of the whole people.

The Blessings of Liberty can only be enjoyed in a society where all citizens reciprocally respect each other rights, and are willing to surrender minutiae of individual freedom of action in order to obtain for themselves and their posterity greater security of life, liberty and property. Individual liberty and freedom spring from such mutual concessions, and it is the liberty of the individual which concerned our forefathers as it must concern ourselves. Freedom of speech and the press; the right of assembly and petition; liberty of conscience and religion and the establishment of due process of law are the blessings whereof the preamble speaks. They are the product of a Constitution that restrains the power and authority of government to that reasonable limit which does not impair the efficient and proper execution of its powers.

Spiritual and idealistic conceptions of human relationship are thus expressed in the preamble of the Constitution. Under their influence the document has remained an instrument of life and action—as forward looking today as the day it was adopted. It has required but few amendments to meet changed conditions, because its principles are eternal before the throne of God and in the hearts of men.

In order to endow their government with necessary authority to provide for the "common Defense" the people by their Constitution granted to their national Government certain specific powers. By section 8 of Article I,

"The Congress shall have Power * * * To lay and collect Taxes, Duties, Imports and Excise, to pay the Debts and provide for the Common Defense and general Welfare of the United States."

This grant of authority means that the people have authorized Congress to raise the necessary money with which to buy battle-ships, airplanes, guns, munitions, uniforms, tanks, and to pay the soldiers and sailors of the Republic. Further the Constitution ordains,

"The Congress shall have Power * * * To declare War, grant Letters of Marque and Reprisal and to make Rules concerning Captures on Land and Water; To raise and support Armies * * *; To provide and maintain a Navy; To make Rules for the Government and Regulation of land and Naval forces."

Here is the grant of powers which mechanizes one of the purposes of the people in adopting the Constitution. These constitutional powers are the foundation of the Military Policy of the United States, when read in connection with two other declarations of equal importance. The first is found in section 1, Article II of the Constitution whereby it is declared:

(1) The Federalist, Nos. 24 and 25. Story on the Constitution, Vol. 1, Sec. 496, pg. 374.

"The executive Power shall be vested in a President of the United States of America."

The second declaration set forth in section 2 of Article II is that

"The President shall be Commander-in-Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into actual service of the United States."

The distinction between congressional and presidential powers in military matters is drawn by the Supreme Court in *Ex parte Milligan* (4 Wall. 2), in the following words:

"Congress has the power not only to raise and support and govern armies, but to declare war. It has, therefore, the power to provide by law for carrying on war. This power necessarily extends to all legislation essential to the prosecution of war with vigor and success, except such as interferes with the command of forces and the conduct of campaigns. That power and duty belong to the President as commander-in-chief. Both these powers are derived from the Constitution, but neither is defined by that instrument. Their extent must be determined by their nature, and by the principles of our institution.

"The power to make the necessary laws is in Congress, the power to execute in the President. Both powers imply many subordinate and auxiliary powers. Each includes all authority essential to its due exercise. But neither can the President, in war more than in peace, intrude upon the proper authority of Congress, or Congress upon the proper authority of the President. Both are servants of the people, whose will is expressed in the fundamental law. Congress cannot direct the conduct of campaigns, nor can the President, or any commander under him, without the sanction of Congress, institute tribunals for the trial and punishment of officials, either soldiers or civilians, unless in cases of a controlling necessity, which justifies what it compels, or at least insures acts of indemnity from the justice of the legislature."

As the Constitution directs, the President is Commander-in-Chief of the Army and Navy. Again the wisdom of the constitutional fathers is evident. It was happily and wisely understood that in the execution of the laws of the land, and in directing the defense of the nation in times of stress or peril, prompt and effectual action could only be secured by vesting one man, the President, with the power to translate into action the will of the people as expressed by Congress.

"It may be stated, in general terms that the organization is best which will at once secure energy in the executive and safety to the people * * *. A feeble executive implies a feeble execution of the Government. A feeble executive is but another phrase for a bad execution; and a Government ill executed, whatever may be its theory, must, in practice, be a bad Government. * * * That unity is conducive to energy will scarcely be disputed. Decision, activity, secrecy and dispatch will generally characterize the proceedings of one man in a much greater eminent degree than the proceedings of a great number, and in proportion as the number is increased, these qualities will be diminished."

"Of all the cases and concerns of Government, the direction of war most peculiarly demands those qualities which distinguish the exercise of power by a single hand. Unity of plan, promptitude, activity and decision are indispensable to success; and there can scarcely exist, except when a single magistrate is entrusted exclusively with the power." (2)

Manifestly, the President, with all of the serious and heavy responsibilities of government resting upon him cannot actually command the Army and Navy in person. While he is the supreme head of the defensive forces of the nation, and his powers as such, particularly in time of war, are tremendous, the Constitution contemplates that he will act through subordinates. In his cabinet are the Secretary of War and the Secretary of the Navy. They are the President's advisers in matters pertaining to their departments and act for him in the administration of the War and Navy Departments under authority delegated by him. Congress, by its statutes, creating and maintaining the Army, has specifically provided for its personnel and methods of administration, direction and control. It has enacted the Articles of War which is the legal mandate for the administration of justice and discipline in the army. under such Articles, offenses

subject to military punishment and discipline are defined; and the system of military courts are established and their procedure prescribed.

It would be most interesting and informative to speak in detail of the military policy of the United States from the beginning of the Government through the War of 1812, the Mexican War, the war between the states and the Spanish-American War and down to World War I, but such lengthy discussion is prohibited. However, it is proper for us to enumerate some of the most important defects of the policy during the first 125 years of the life of the Republic.

Major General Emory Upton in his monumental treatise "The Military Policy of the United States" has summarized the results thus:

"Whether we may be willing to admit it or not, in the conduct of war, we have rejected the practice of European nations and with little variation, have thus far pursued the policy of China. All of our wars have been prolonged for want of judicious and economical preparation, and often when the people have impatiently awaited the tidings of victory, those of humiliating defeat have plunged the nation into mourning. The cause of this is obvious to the soldier and should be no less obvious to the statesman." (3)

General Upton then lists ten major weaknesses which were the cause of prolongation of the wars with resultant loss of life and wastage of property. They are:

"First. The employment of militia and undisciplined troops commanded by generals and officers utterly ignorant of the military art.

Second. Short enlistments from three months to three years, instead of for or during the war.

Third. Reliance upon voluntary enlistments, instead of voluntary enlistments coupled with conscription.

Fourth. The intrusion of the states in military affairs and consequent waging of all our wars on the theory that we are a confederacy instead of a nation.

Fifth. Confusing volunteers with militia and surrendering to the states the right to commission officers of volunteers the same as officers of the militia.

Sixth. The bounty—a natural consequence of voluntary enlistments.

Seventh. The failure to appreciate military education, and to distribute trained officers as battalion, regimental and higher commanders in our volunteer armies.

Eighth. The want of territorial recruitment and regimental depots.

Ninth. The want of post-graduate schools to educate our officers in strategy and the higher principles of the art of war.

Tenth. The assumption of command by the Secretary of War." (4)

Learned students of government and the military art have searched for and then analyzed the underlying reasons for the perpetuation for over one hundred years of these obvious imperfections in our military policy and system. They have found that in three ideas or beliefs of our citizens

(which remained in spite of their tragic consequences) the reasons for continuing a haphazard and expensive system.

First. The failure to distinguish between military resources and military strength. A nation may possess an abundance of raw materials, necessary for use in warfare; it may have a reserve of man power far beyond any prospective need; its industrial economy may represent a superb scientific and free enterprise accomplishment, and yet if the raw materials, man power and industrial strength are not organized and mobilized for war purposes, the results will be feeble and costly. Military resources mean the potential, unorganized power—men and materials—of a nation which may be available for use in war. Military strength means the organization of men and materials by such method and in such manner as to make them effective in martial conflict.

Second. The Anglo-Saxon prejudice against "standing armies as a dangerous menace to liberty." This is an inherited belief having substantial basis in its commencement in old England and in the pre-Revolution days of the American colonies, but which has never found any reason for its existence under our Constitution. It is a prejudice at its best, and an absurdity at its worst.

Third. The isolation of Continental United States created by two great oceans and its consequential separation from the century old conflicts and hatreds of Europe and Asia. Fundamentally true, for nearly a century, this concept should now belong to the limbo of forgotten things. Its perpetuation will spell only grief and agony for our people. The airplane and radio and the fast moving ocean transport have destroyed the protective immunity so long enjoyed by the United States.

Due to the continuing influence of the above ideas and the failure to realize their dangerous results the commencement of World War I in 1914 found the United States from a military standpoint in an almost helpless condition. It had been for several years very unpopular to discuss threats of war and national defense. A few hardy souls had endangered their political future and had been labelled—"war monger" in attempting to awaken the people to their peril in the face of the increasing perfection of the military and naval organization of the Hohenzollern dynasty—an excellence which excited admiration of ex-President Theodore Roosevelt. General Pershing graphically describes the conditions as prevalent two years later in May, 1917:

"Our deplorable situation as to munitions was fully discussed at a conference called by the Secretary of War on May 10th. A general survey of our requirements for the immediate future was made as to rifles, machine guns, light and heavy artillery, ammunition and airplanes. It was brought out that we had for issue, not in the hands of troops, only about 285,000 Springfield rifles, 400 light field guns, 150 heavy field guns." (5)

"The situation at the time as to aviation was such that every American ought to feel mortified to hear it mentioned. Out of 65 officers and about 1000 men in the Air Service Section of the Signal Corps, there were 35 officers who could fly. With the exception of five or six officers, none of them could have met the requirements of modern battle conditions, and none had any tech-

nical experience with aircraft guns, bombs or bombing devices. We could boast some 55 training planes in various conditions of usefulness, all entirely without war equipment and valueless for service at the front. Of these 55 planes, it is amusing now to recall that the National Advisory Committee for Aeronautics, which was then conducting a scientific study of the problem of flight, advised that 51 were obsolete and the 4 others obsolescent. We could not have put a single squadron in the field, although it was estimated later that we should eventually need at least 300 squadrons, each to be composed on the average of some 24 officers, 180 men and 18 airplanes, besides a large reserve of planes for replacements." (6)

The military man-power in the United States on June 30, 1917, was: officers and men of the Regular Army, 244,624 and approximately 111,000 officers and men of the Federalized National Guard. (7)

The same condition of unpreparedness existed one year after Congress had passed the National Defense Act of 1916. (8) However, by this legislation Congress did recognize the ever increasing threat to national safety and attempted, even though belatedly, to provide for a semblance of a cohesive, defensive military force. This act, although now amended in truth represents a basic change from the old, discredited policies persistently followed through five major wars and for nearly 125 years of the nation's history. It is a land mark and a monument. Briefly, it authorized increase in Regular Army personnel; reorganized the arms and services; created the Officers' Reserve Corps, the Enlisted Reserve Corps and the R.O.T.C.; authorized the famous "Plattsburg" training camps for civilians; reorganized the National Guard of the states, provided for its federalization upon call of the President in a national emergency and made provisions for the training of the National Guard officers and enlisted personnel. The statute also authorized the President "at time of war or when war is imminent" to place mandatory orders for supplies, products and materials, necessary for the Army and in default of execution of orders to take possession of any manufacturing plant and to operate same.

This enactment represented a definite departure from the old system and did look forward to the creation of a genuine military organization. However it fell far short of accomplishing a genuine reform. Congress was unwilling to forsake the volunteer system, although it did broaden the Federal control over the State National Guard (9). It refused to adopt a system of universal military service, although the proposal was supported by Secretary of War Garrison, and representative military experts. The idea also had substantial civilian support. As yet the people were not awakened to the waiting peril and Congress was simply obeying public opinion. In spite of this progressive reform the military establishment yet remained woefully deficient as General Pershing's statements testify. When Congress, on April 6, 1917 declared a state of war existed with the Imperial German Government, the Nation had done but little to improve its defenses, when comparison is made with the gigantic task before it. It was not until May 18, 1917—42 days after declaration of a state of war—that the Selective Service (Draft) Act of 1917 (10) became effective.

In the opinion of many students and experts the two great progressive achievements in our military history are (a) the creation of the General Staff (11) and (b) the adoption of the principle of compulsory military service by the act of May 18, 1917 (10). Fortunately the General Staff had been created fourteen years prior to the national emergency occasioned by the war with Germany. It had, by that time, established its value and necessity and was a bulwark in an hour of dire need. Its critics had been silenced by its record of achievements (12). The principle of peacetime selective service was new to the United States, although in practice for years in other democratic nations. Its adoption by Congress was not without opposition from a bloc composed of members of both political parties although strongly advocated by President Wilson (13). Unhappy memories of the defective and badly administered Federal Draft Law during the war between the states (14) had for years warped the judgment on a great section of the citizenry. In addition a Pacifist element was now becoming vocal (13). The influence of the Pacifists and their propaganda were to have a baleful effect upon National Defense for two decades after the Armistice of 1918. They probably were in a large part responsible for preventing the enactment of similar legislation early in 1916 when Secretary of War Garrison proposed the same (13). And the delay of over a year served the enemies of the Nation well.

With the adoption of the selective service principle Congress departed from the policy which had been pursued by the American people in every war since colonial times. The defects and weaknesses of the volunteer system with short term enlistments; the confusing of the volunteer armies with the militia; the attendant evils of state control with officer appointments based frequently on political considerations alone; and inequalities in treatment of both officers and men had more than once prolonged a war and threatened defeat instead of victory. The majority of American citizens had by this time learned that fear of the military was an idle, baseless prejudice; that isolation no longer existed with the planes and that great man-power and enormous wealth required intelligent mobilization and use to constitute military strength. An inefficient and undemocratic system of military service that had cursed Washington at Cambridge and Valley Forge (15), Winder at Bladensburg (16), Scott at Puebla (17); and both the Federal and Confederate commanders throughout the internecine struggle was finally abandoned in favor of a system that is premised on the truly democratic principals that all citizens are obligated to bear arms in defense of their country in time of national peril and that such duty is imposed upon all citizens alike—regardless of wealth, social position or political influence.

The administration of the Selective Service Act of 1917 was another triumph for local self-government. The selective service and appeal boards were administered by civilians selected from local communities. This system of selection of the Army was thereby decentralized. Justice and fairness in treatment of those subject to military service were assured. The public soon realized that this method of securing manpower was based on common sense and democratic ideals. The success of its operation in 1917 and 1918 assured its adoption as the method of raising an Army in future emergencies.

As a result of our experiences in World War I Congress in 1920 amended the National Defense Act of 1916. Since that time there have been numerous amendments, but the fundamentals of the statute as amended in 1920 have remained.

For two decades after the close of World War I the military establishment was maintained under the authority and directions of this law. It was fortunate indeed for the American people that Congress had the foresight in 1920 to formulate a definite military policy for the years that followed—years wherein most citizens became careless concerning national defense and security. Had there been no National Defense Act it is probable that when the present emergency arose we would have been faced with the solution of many more difficult problems than we have had.

The Officers' Reserve Corps created by the National Defense Act of 1916, is the reservoir from which the officers are drawn for an "expanded Army of the United States in time of emergency." The Reserve Officers' Training Corps has produced a large percentage of the Officers' Reserve Corps (18). The R.O.T.C. (both senior and junior divisions) has fully justified its existence. Its primary purpose is the development of the Reserve Officers for national defense in case of war. The Reserve Officers commissioned from the R.O.T.C. steadily flow into the grade of second lieutenant and move upward in rank. Within a few years the Reserve Corps will be composed mainly of officers produced by the R.O.T.C. (19)

Although the National Defense Act has been the foundation of the military policy of the United States, since the close of World War I, it contemplates in times of emergency that it should be complemented by a Selective Service Act similar to that of 1917 (20). In 1926 upon the recommendation of the Secretary of War and the Secretary of the Navy the joint Army and Navy Selective Service Committee was created composed of National Guard, Reserve officers and civilians. For fourteen years a process of continuous study and analysis was carried on. The experience under the Selective Service Act of 1917 was invaluable in determining future policies and procedure. The results of this study were made available to the Citizens' Military Training Camps Association, which after its own careful study and investigation, submitted to Congress in 1940, when the present emergency had arisen, recommended legislation for the procurement of men "for our land and naval forces, with a maximum of efficiency, economy and equity, and with a minimum of disturbance to the social, economic, industrial and agricultural life of our nation." (21) There resulted the Selective Training and Service Act of 1940—patterned on the Selective Service Act of 1917. Its administration is decentralized and is conducted by civilians under the direction of the Governor of each state. The National Headquarters serves as a liaison agency between the War and Navy Departments and the public. The Army assumes jurisdiction of the selectees when they appear at the Reception Centers. Previous to that time civilians sitting on the Selective Boards have passed upon the selectee's eligibility and liability for military service. Their order of service was determined by the public lottery.

In line with the democratic principle that diligence, efficiency, loyalty and devotion to duty should be recognized and rewarded—a principle long ago adopted in American industry, the Army has opened a series of Officer

Candidate Schools. Candidates are limited to Warrant Officers and enlisted men of the Army of the United States who have served at least four months in the active Federal service prior to the date of opening of the course for which selected. It will be noted that men fresh from civilian life are not eligible for admission. Those who successfully complete a three months' course will be commissioned as Second Lieutenants in the Army of the United States. (22)

The fallacy of the idea that national safety and security is guaranteed by "a million men who spring to arms over night" has been demonstrated. Untrained, unequipped soldiers—regardless of their patriotism and bravery—are but a mob and not an army. Bladensburg and Bull Run ever remind us of tragic, bloody errors of a past military policy—now happily abandoned. The National Defense Act and the Selective Training and Service Act of 1940 in the present war give assurance of an adequate military personnel. With the aid and cooperation of the Nation's magnificent industrial organization, built upon the free enterprise system, it now appears that in the near future the Army of the United States will be completely equipped and armed. It will be truly "The New Army of the United States."

During the two decades which followed World War I, the natural human desire for peace of a large part of our citizens made them victims of subversive propaganda disguised as bona fide peace movements. They suffered under the belief that an unarmed unprepared people could avoid war—a delusion wholly destroyed by the events in Europe since 1939. They failed to distinguish between Pacificism and Peace. Certain elements of our population, having ulterior purpose of destroying our Government and institutions, preyed upon the altruistic and sentimental ideals of these well intentioned citizens and secured their assistance in impairing our National Defense.

This Pacifist pressure was aided by the passivity and lack of interest displayed by the average citizen as to his Army and Navy when there was no clearly apparent threat to national safety. The intrigues and machinations of Hitler and his ilk were not apparent to him as he went about his daily business. As a consequence there was a failure by Congress to provide the funds necessary for fulfillment of the complete intendments of the National Defense Act. When the march of the Dictator's armies echoed across the sea and the home lands of sister democracies were invaded and free peoples enslaved by an unholy alliance, the vast majority of the American people—regardless of political beliefs or religious affiliation—awakened to the perils confronting them. The advice of our first President was heeded and obeyed:

"To be prepared for war is one of the most effectual means of preserving peace. A free people ought not only to be armed; but disciplined; to which end a uniform and well digested plan is requisite; and their safety and interest require that they should promote such manufactories as tend to render them independent of others for essential particularly military supplies." (23)

We can be grateful that our preparations, however incomplete, were as advanced as they were by December 7, 1941.

ARMY ORIENTATION COURSE
 ("Why We Fight"; the Current Phase of War)
 Sixteenth Period: One Hour

Place. Classroom.

Text References. AG Memorandum, No. W350-28-43, dated 9 February 1943; AG Memorandum No. W350-236-43, dated 30 August 1943, including Information Memorandum, No. 3; Army Orientation Course, Training Guide and Material, dated 14 August 1943; Guide to the Use of Information Materials (SSD); Special Service Digest, Orientation Issue.

Instructional Aids.

Equipment. Use Chart No. 111; newsmag (SSD); clippings and photographs (local sources).

Procedure. Lecture and Conference.

The first part of this period should be devoted to a lecture entitled, "Why We Fight." For the remainder of the period, the instructor should discuss with his class the current phase of war, relating the discussion to the subject of the lecture. Following is a suggested outline of the conference.

1. Presentation of day's news by the instructor.
2. Appropriate item in the day's news should lead into a

resumé of the news of the past week and the current week. This resumé should be pointed toward the general subject of why we fight.

3. Questions and discussion of the news in its relation to the subject of the lecture.

Following is the text of—"Why We Fight."

WHY WE FIGHT

We are at war with the Axis—Germany, Italy, and Japan. In war it is necessary to know the strength of the enemy. In the field, staff officers are specially assigned to the job of discovering his strength. Here, if we would know why we fight, we must do the same thing. We must examine the enemy's strength, and in particular have a good look at the ideas which have served as the mainsprings of enemy action. These are the basic sources of his strength. These, carried into execution, have built up a threat to us of such size as to force us to war.

We shall take our illustrations from Germany. This is proper since Italy and Japan have merely echoed German ideas and imitated German actions. There are four big ideas upon which Germany and her allies have acted.

- (1) The idea of Race.
- (2) The idea that the state is all important.

IDEAS MOTIVATING GERMAN POLICY

1. "ARYAN" RACIAL SUPREMACY
2. THE STATE IS ALL-IMPORTANT
3. LEBENSRAUM (LIVING SPACE)
AS DESIRED
4. WORLD DOMINION

Chart No. 111

(3) The idea that the German people have the right to such Lebensraum (living space) as they wish.

(4) The idea that Germany will rule the world.

(1) The first idea—that the German (Aryan) was a pure blooded race was an out and out invention. It has no foundation whatever in fact. But the National Socialists ballyhooed the idea and the mass of the German people accept it as truth. Accordingly their leaders have declared that the strain must be kept pure. Aryan must breed only with Aryan to prevent the world being populated by “deformities, half man and half ape” (*Mein Kampf*, p. 608). They have gone further and proclaimed that “None but those of German blood, whatever their creed, may be members of the nation.” No Jew, therefore, may be a member of the nation, (Article 4 of the Nazi Party Program and the basis of the citizenship law of 15 September 1935). Moreover, these pure bloods were the superior race and, in all logic, all others must be inferior. The German was the master, all others were to be subjects or slaves.

(2) The second German idea was that the state was all important and that the individual existed only to serve it. It was an old idea, but the Nazi dusted it off and made it look like new. All persons were subject to the orders of the state. And the state was justified in using terror in unlimited amount to achieve its ends. It was personified in the Fuhrer whose henchmen insisted that “the will of the people . . . can only be expressed through the Fuhrer” (*National Socialism*, p. 34) and devised the second commandment of the Nazi Party Organization Book which reads, “The Fuhrer is always right” (*National Socialism*, p. 39). Accordingly Hitler is right, in Nazi eyes, when he says “we will take (German children) when they are 10 years old and bring them up in the spirit of the community until they are 18. They shall not escape us. They will join the Party, the Brown Shirts, the Storm Troops . . . or go into the factories and offices” (Hitler’s speech, May 1937). He might have added the Labor Corps and the Army as the ultimate destination of all German youth in the regimented Nazi State. But no mention is made of the family and its rights. The state is everything; the individual nothing.

(3) The third big idea of the Germans grows out of the first and second. Among its other rights the master race has the right to living space—Lebensraum. If the master decides he needs more space in which to live it is his right to grab it no matter who holds it, no matter how long the other fellow has held it. For the other fellow is inevitably an inferior, possessed of no real rights, fit only to slave for the master.

(4) No wonder that the fourth idea is closely tied in with the third. The master race, whose will the Fuhrer expresses, is entitled to dominion in Europe and in the world. Of this the Germans said little, for their foreign propaganda plan was clear in their minds. “By propaganda . . . even heaven can be palmed off on a people as hell, and . . . the most wretched life as paradise” (*Mein Kampf*, p. 379). Therefore Hitler, anxious to lull the democracies into a false sense of security, constantly repeated such phrases as “The German people have no thought of invading any country” (Hitler’s speech, 17 May 1933). But propaganda at home was a horse of another color. Phrases such as the German “right of mastery,” “Germany will either be a world power or will not be at all” and “Germany,

mistress of the world" (*Mein Kampf*, pp. 599, 950) are scattered through all his writings and speeches. Even more influential in its effect on the German mind was the Horst Wessel song—the marching song of Hitler Youth, of the Nazi Party and of German armies—"Today we own Germany, tomorrow the whole world." By such talk and by such singing Germans were convinced not merely that they had the right to dominate the European world—which was bad enough—but that, under their Fuhrer's direction, they would be lords of all creation.

If these four ideas merely existed in a book or in the minds of a few men they would never have forced us to war. The devil of it is that they were thrust at the mass of the German people who accepted and acted upon them at their Fuhrer's direction. They were first carried into violent execution in Germany itself and later in occupied and satellite countries.

In Germany racial laws were established, notably against the Jew who was barred from the professions and many businesses and from citizenship itself. A program designed to liquidate the non-Aryan in Poland was devised and carried through. The concentration camp was of use here. The massing of European Jews in Polish waste lands, where starvation was their fate, helped. The firing squad and the gas chamber further reduced the number of non-Aryans, Czechs, Poles, Greeks, Yugoslavs and Norwegians as well as Jews. "Liquidation" is the word the Germans used to describe the process.

The state, in the person of Hitler, took over all power in Germany. Voting became a grim mockery. It was supervised by the Gestapo. There was no secret ballot. The voter had the choice of voting for Hitler—or for Hitler. All parties except the Nazi Party were destroyed. Trade unions were abolished because they too might rival the state. Churches were brought under rigid state control in spite of the protests of Catholic Bishops and Protestant Clergy. The Boy Scouts were transformed into Hitler Youth. Even athletic clubs were Nazified since in the mind of Germany's rulers games no longer were to be played for their own sake, but for the sake of the state. They held that "the non-political athlete is unthinkable." No one could bawl out the umpire.

Annexations and conquests in the period from 1938 on, carried out the ideas of Lebensraum and Dominion. Austria, annexed in 1938, Czechoslovakia fully taken over in 1939, Poland over-run in that same year, Scandinavia, the Low Countries and France in 1940. Roumania and Bulgaria, made into tails to the German kite in 1940-1941, Yugoslavia, Greece and part of the Soviet Union forcibly occupied in 1941—all these meant more living room—under German control they made Germany master in Europe. In all these regions the German ideas of race and of dictatorship were ruthlessly applied. Pillage, starvation, slow death in concentration camp, swift death at the hands of the firing squad, or labor as slaves for the master race was the lot of the conquered peoples. Only the Quislings among them prospered.

Such violent extension of Axis power in Europe, matched by the expansion of Japan in the Pacific clearly threatened American interests. Read the words of the alliance of 27 September 1940 between Germany, Italy, and Japan if you have any doubts on this subject. "Japan recognizes

... the leadership of Germany and Italy in the establishments of a new order in Europe. Germany and Italy recognize the leadership of Japan in the establishment of a new order in Greater East Asia . . . They further undertake to assist one another with all . . . means when one of the contracting powers is attacked by a power at present not involved in the European war or in the Chinese-Japanese conflict." The aims of the Axis were clearly stated. And they pointed to just one power which might join the battle—that was the United States. They had us in mind when they made their alliances. They knew that their ideas and their actions threatened clearly established American interests. In the Pacific our possession of Hawaii, Midway, Wake, and Guam, our position in the Philippines and in respect to China gave us interests which Japan threatened. Our century old interests in the protection of the Western Hemisphere were threatened too, since the Axis position in 1941 was merely a way station on their road to world dominion. They knew that this was so. We were coming to recognize it as a fact.

But more than our interests were threatened. Events showed that wherever Axis power was established Axis ideas were carried into effect. But we have some ideas of our own. They are very different than those of Germany, Italy and Japan. We have based our actions on our ideas for a long time and our actions have made our country what it is. Now these ideas were threatened, and many among us asked the questions "Can our ideas survive?" "Can our way of life be maintained?" "Can the world endure half slave and half free?"

Our ideas are based on freedom and on the will of the people and not upon dictatorship.

Our ideas were first defined by the founders of our Republic one hundred sixty seven years ago. The men who wrote the definitions are long since dead, but their words are more alive to us now than ever before. They describe the "things that we hold dear." They define "our way of life." Listen to their words.

"We hold these truths to be self evident, that all men are created equal, that they are endowed by their creator with certain unalienable rights, among these are life, liberty and the pursuit of happiness. That to secure these rights governments are instituted among men deriving their just powers from the consent of the governed."

"All men . . . free and equal," and possessing "unalienable rights," "Governments . . . deriving their just powers from the consent of the governed." These ideas are the opposite of the German's. Would he tolerate them anywhere in a world which he and his allies dominated?

Go on a bit to the Bill of Rights added to our Constitution in 1791. Here the words of the declaration were given legal effect.

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or of the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

These last are the stiff words of a lawyer, but they guarantee rights to the individual in our country which the German, the Italian and the Japanese deny to all people under their control. There's the right to worship as you please. There's the right to speak your mind in a bull

session, or from the platform. There's the right to twiddle the buttons on your radio and get the program you want. There's the right of the press to remain unmuzzled. There's the right of the people to tell their elected representatives what they expect of them and what they think of them. Go to what house of religion you wish, say what you will, read what you choose, tell off your congressmen or even the president—these are your "unalienable rights" guaranteed you by the Constitution of the United States.

Lincoln's words at Gettysburg in 1863 merely re-state the ideas of the founders of the Republic. Like them he insisted that government was "of the people, by the people, for the people." No Fuhrer "always right" was in his mind for he was an American.

Note that the Founders of the Republic and President Lincoln wrote their words and stated their ideas at times of great crisis. They knew that words were not enough. Action was needed to serve the principles which they voiced for those principles were in peril.

Lincoln called on Americans to see to it "that government of the people, by the people, for the people shall not perish from the earth."

The founders finished off the Declaration of Independence with a promise of action to establish and maintain the way of life chosen by Americans. "And for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor." And a sufficient number of Americans honored that pledge to win victory.

These, then, are our ideas. This is our chosen way of life which the presence of Japan in Chinese provinces and of Germans in front of Rostov threatened at the beginning of December 1941.

We had been slow to see the danger to ourselves. For a decade the Japanese had been killing in China to win victory for their ideas. For more than two years Germans, intent on triumph for their mad notions, had been killing Poles and Norwegians, Hollanders, Belgians, and Frenchmen, British and Russians.

We did not see that this willingness to kill involved us. We loved peace. We loved it so much that we were largely unprepared for world wide war either in equipment or in mind. But we had common sense. We were seeing more and more clearly that our interests in the Western Hemisphere and in the Pacific were in danger. Above all we were seeing more and more clearly that the Axis ideas of race and of the supremacy of the state, of Lebensraum and of world dominion placed every idea that we held dear in mortal danger and threatened to destroy our "way of life." More and more we came to see that just as Britain and China and the Soviet Union were fighting for their lives so we might have to fight for ours.

We had been doing a tall lot of thinking before 7 December 1941 and when the news of Pearl Harbor broke upon us we knew that the time for action had come. That once again we had to fight. We knew that it was a War for Survival into which we had been plunged. We knew that it was now a case of kill or be killed. And we knew why we must fight.

On 9 December we spoke our mind through our duly elected representative "We are now in the midst of a war, not for conquest, not for

vengeance, but for a world in which this nation, and all that this nation represents, will be safe for our children."

Safe for our children—who shall enjoy life, and liberty, who shall continue to be guaranteed freedom to worship and to speak as they will under a government "of the people, by the people, for the people."

It is for these things that we fight in company with other freedom loving people. There is no choice if we would guard our interests and maintain our way of life

The fight will be stiff. Our enemies are killers. Our enemies' ideas are firmly fixed in their minds. Their craft and power are great. They have tasted success and know that there is no stopping place on the road to world dominion. We knew that too, and we the people said as much on 15 December 1941.

"We covenant with one another before the whole world that having taken up arms in the defense of liberty, we will not lay them down before liberty is once again secure in the world we live in. For that security we pray, for that security we act, now and evermore." (President Roosevelt, Message to Congress).

The Army of which we are a part, has made that general pledge more explicit: "We are determined that before the sun sets on this terrible struggle our flag will be recognized throughout the world as a **symbol of freedom** on the one hand—of **overwhelming power** on the other. No compromise is possible and the victory of the democracies can only be complete with the utter defeat of the war machine of Germany and Japan."

(General George C. Marshall, Chief of Staff).

TRANSPORTATION OF SICK AND WOUNDED

Purpose and Scope. The purpose of this instruction is to familiarize the enlisted man with various methods of transportation of casualties, with the correct procedure of ambulance loading and unloading, and with methods for the removal of casualties from tanks, planes and other vehicles.

This course should be practical in nature, with applicatory exercises on rough terrain illustrating the surmounting of obstacles, and the use of defiladed routes under day and night conditions. Where possible, tanks, planes or vehicles should be used to familiarize the enlisted man with methods for the removal of wounded from the above.

Actual Time Allotted. 14 hours.

Text References. FM 8-35; FM 21-11; FM 21-45; FM 22-5; FM 31-40; FS 8-16; TF 8-33; AAF Film Report No. 64; App. IV, Chap. 18 "The Air Force in Theatres of Operations, Organization and Functions," Hq. AAF, WD Washington, D.C.

Methods of Instruction. Demonstration and Group Performance.

Standards of Proficiency. The soldier should know:

1. Methods and use of transport removal of sick and wounded.
2. Types of litters and adjuncts to litters: airplane litter, wheeled litter carriers, improvised litters.
3. Correct methods of transporting patients with minimum discomfort over all kinds of terrain with special reference to common obstacles.
4. Use of defiladed routes, formations for litter bearers under battle conditions; special problems presented by night conditions.
5. Correct methods of loading and unloading ambulances and other vehicles.
6. Methods of improvising materials at hand to facilitate removal of casualties from tanks, planes, or other vehicles.

TRANSPORTATION OF SICK AND WOUNDED

(Manual Carries)

First Period: Two Hours

Place. Demonstration Area.

Text References. Chap. 1 and 2, FM 8-35; Sec. IX, FM 21-11.

Instructional Aids.

Personnel. Assistant Instructor (Chief Demonstrator); 3 enlisted men—demonstration team.

Equipment. Use Chart No. 112.

Procedure. Group Performance Method.

1. Introductory remarks.
 - a. Importance of skillful transportation of wounded from front to general hospital.
 - b. Special importance and necessity of manual handling in the initial phase.

2. Demonstration and application of manual carries. (Discuss the consideration of the type injury in relation to the carry to be used).

a. Movement by one bearer. (Form teams of twos).

- (1) Supporting carry.
- (2) Arms carry.
- (3) Saddle back carry.
- (4) Fireman's carry.

b. Movement by two bearers. (Form teams of threes and rotate positions).

- (1) Supporting carry..
- (2) Arms carry.
- (3) Saddle back carry.
- (4) Pack saddle carry.

MANUAL CARRIES ONE BEARER...

1. SUPPORTING CARRY
2. ARMS CARRY
3. SADDLE BACK CARRY
4. FIREMANS CARRY

TWO BEARERS

1. SUPPORTING CARRY
2. ARMS CARRY
3. SADDLE BACK CARRY
4. PACK SADDLE CARRY

Chart No. 112

TRANSPORTATION OF SICK AND WOUNDED

(Litter Drill)

Second Period: Two Hours

Place. Demonstration Area.

Text References. Chap. 3 and 4, FM 8-35; Chap. 10, Sec. I, FM 22-5; Sec. IX, FM 21-11; TF 8-33.

Instructional Aids.

Personnel. Assistant Instructor (Chief Demonstrator); 10 enlisted men (2 litter squads—2 patients).

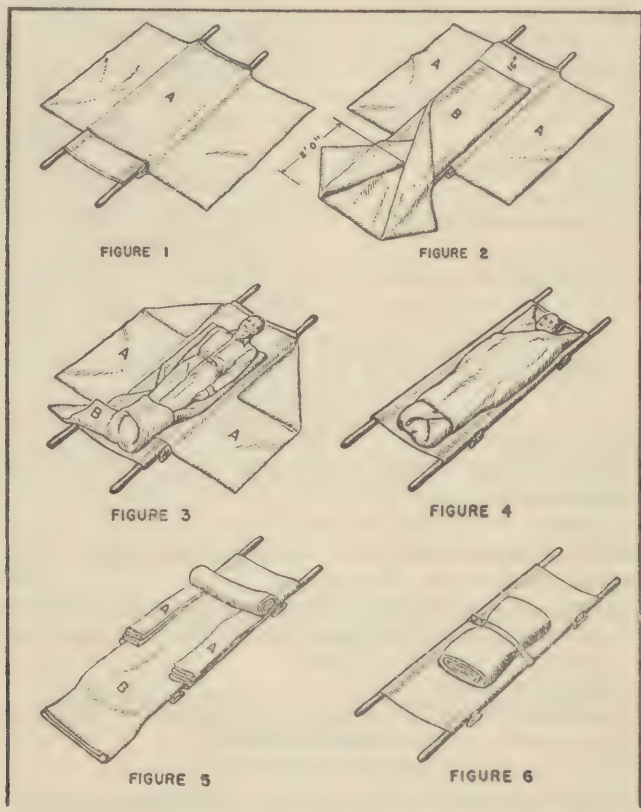
Equipment. As many types of litters as are available. Material for improvising litters (Saplings, rifles, tent poles, blankets, etc.).

Procedure. Group Performance Method.

1. Introductory remarks.
 - a. Importance of skillful handling and teamwork by litter squads.
 - b. Explanation of litter squad formations.
2. Demonstration of improvised litters.
 - a. Rifle litter with overcoat, blanket, or blouse.
 - b. Pole litter with blanket, shelter half, or above.
3. Litter drill with empty and loaded litters (group method).
4. Obstacles (group method).
 - a. Low obstacle.
 - b. Hip high obstacle.
 - c. Shoulder high obstacle.

Note. Normally it has been the custom to dress the litter using three blankets as described under subject No. 33, twenty-eighth period, Emergency Medical Treatment (Bandaging and Dressing, Splints and Splinting) dealing with the application of the Army hinged, Half-ring, Thigh and Leg Splint, Step No. 1. An alternate and very good method has been proposed and circulated by the Office of Civilian Defense, Washington, D.C., an account and description of which follows:

(This is the British (Wanstead) method of blanketing casualties). Using two blankets as described there are four thicknesses beneath the patient and two above. The feet are tucked in snugly and are kept warm by the use of this technique and the head is also protected against the cold. When the blanket fold is completed it securely fixes the extremities and trunk so that it can be used as a blanket carry, if necessary.



Preparing the Litter

1. Place blanket A lengthwise across the litter with one side close to or even with the head end of the litter, and one end of the blanket having a slightly longer overlap of the litter than the other end (Fig. 1).
2. Fold blanket B in thirds lengthwise and place over A, the upper edge of this folded blanket being about 15 inches below the upper edge of blanket A (Fig. 2). For very tall persons it is necessary to lay blanket B farther down on the litter, to permit its lower end to extend a sufficient length below the patient's feet so that it may be folded up and around them in the manner described below.
3. Open the folds of blanket B for about 2 feet at the foot end (Fig. 2).

Wrapping a Patient

1. Bring the foot of blanket B up over the feet, with a small fold between the feet.
2. Tuck the two open folds of blanket B closely over and around the feet and ankles (Fig 3).
3. Turn in upper corners of ends of blanket A (Fig. 3), wrap shorter end of blanket A over patient and then the longer end and tuck well in at side (Fig. 4).

Blanket Assembly For Transit

1. Proceed as under 1 and 2 for preparing a litter.
2. Fold in the two ends of blanket A in accordion pleats (Fig. 5); fold in the foot end of blanket B, then roll the blanket and make secure (Fig 6). A hot-water bottle may be placed in the center of the blanket pack to keep it warm.

TRANSPORTATION OF SICK AND WOUNDED

(Ambulance Loading and Unloading; Conversion of Cargo Vehicles to Carry Litters)

Third Period: Two Hours

Place. Training Area.

Text References. Chap. 5, FM 8-35; FS 8-16; FS 8-77.

Instructional Aids.

Personnel. Officer instructor in charge; one sergeant instructor; assistant instructor for each platoon; one litter squad; four demonstrators (patients).

Equipment. One ambulance and four litters for each 8 enlisted men. One $\frac{1}{4}$ -ton trk, $\frac{3}{4}$ -ton trk, $1\frac{1}{2}$ -ton trk, $2\frac{1}{2}$ - trk. Two saplings—7 ft. Two saplings—5 $\frac{1}{2}$ ft.

Individual Equipment. One tent rope.

Procedure. Demonstration and Application using the Group Performance Method of instruction.

1. Ambulance loading.

2. Use of cargo vehicles as litter carriers.

a. Introduction. The standard vehicle for the transportation of wounded in the United States Army is the $\frac{1}{4}$ -ton ambulance. On occasions, however, the ambulance may not be available or may not be suited to the task at hand. The vehicles described are truck, $\frac{1}{4}$ -ton, 4x4; truck, $\frac{3}{4}$ -ton, weapon carrier, 4x4; truck, $1\frac{1}{2}$ -ton, cargo, 4x1; truck, $2\frac{1}{2}$ -ton, cargo, 6x6.

b. Truck, $\frac{1}{4}$ -ton, 4x4: Efforts should be made in adapting the jeep to carry litters to retain the low silhouette of the vehicle, and to avoid overloading. Methods that require special equipment, changes in the vehicle, or extensive welding are to be avoided when possible. The most desirable methods will use only material that is readily available in the field.

The jeep is designed to carry a load of 800 pounds. For planning purposes, a man and his equipment will weight about 200 pounds. Four men thus constitute a full pay-load for the vehicle, a driver and 3 patients, or a driver and assistant driver and 2 patients. In emergencies or over good terrain this load can be increased by as much as 50%, but this will entail an increased chance of damage to the vehicle.

Described below are some methods of carrying 2 and 4 patients on the jeep. These methods are simple, reliable, and require only salvage lumber to put into operation. There are similar methods which utilize saplings or even other litters in the construction of the racks. In the final analysis the results obtained depend upon the ingenuity of the person using the jeep. It is hoped that the methods described here will contain helpful suggestions and stimulate thought on this matter.

(1) Two patients can be carried on the jeep without any special racks or alterations in the vehicle. The first litter is placed crosswise between the backs of the front seat and the rear seat. The ends of this litter extend over the sides of the vehicle. The second litter is placed lengthwise over the assistant drivers seat. The front stirrups of this litter rest in the groove below the windshield, the windshield being in the "down" position. The rear handles of this litter rest on the edge of the first litter, overlapping it 3-6 inches. Both litters are lashed to the truck.

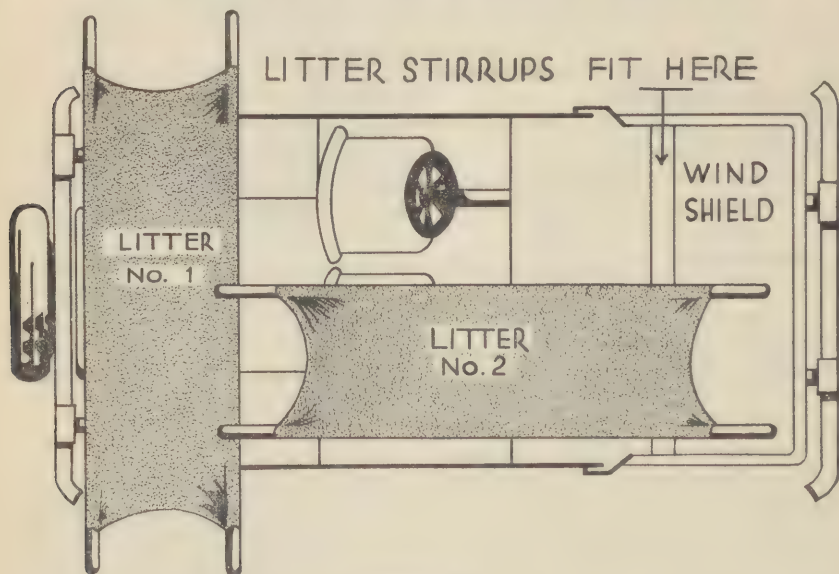


Diagram No. 1

Despite the advantage of simplicity, there are two major disadvantages to this method. The first is that litter No. 1 is placed crosswise and extends about $1\frac{1}{2}$ feet over the sides of the jeep. When traveling through woods this litter tends to catch on trees and brush, and is therefore dangerous to the patient. The second disadvantage is that litter No. 2 may not fit as described owing to variation in the location of the stirrups of various types of litters.

(2) In order to overcome the disadvantages of Method No. 1, another method of carrying two patients on the jeep has been devised. This method has been approved by the Surgeon General and by the Surgeon of the Army Ground Forces. It is desired that this method be used

in adapting the jeep as a litter carrier. The two patients are carried lengthwise, heads forward, one behind the driver and one behind the assistant driver.



Plate 1. Salvage Lumber Rack. Two Litters.

A rack must be constructed to support the litters. Salvage lumber may be used for this rack. Two-by-fours have been found to be satisfactory for the purpose, three lengths being required as in the diagram below.

It is an advantage to use long bolts to hold the three pieces together, as the rack can then be folded. If bolts are not available, the rack can be nailed or even lashed together.

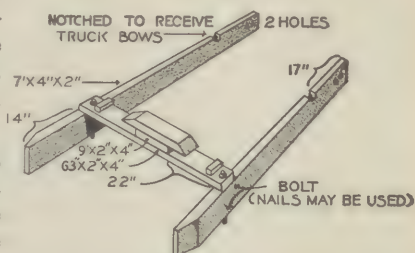


Diagram No. 2.

The crosspiece of the rack fits just behind the backs of the front seats, and this piece supports the front ends of the litters. The side pieces of the rack extend to the rear and slightly inward over the rear

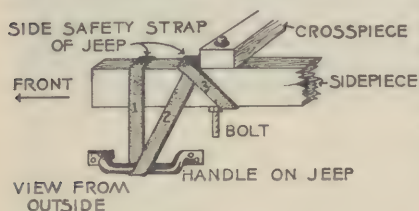


Diagram No. 3.

corners of the truck. These pieces support the truck bows which are slid to the rear and lashed to the crosspieces. The bows in turn support the rear portions of the litters. The spare tire must be removed and placed on the floor in the rear part of the truck.

The rack must be lashed to the vehicle. The forward extensions of

The rack must be prevented from sliding to the rear. This is done by running the safety straps behind the bolts which are extra long for this purpose. The ends of the safety straps are then brought back inside the vehicle and buckled. If long bolts have not been used in constructing the rack, nails may be used here to prevent the rack from sliding back.

The litters are secured to the rack by lashing the outside forward handles of the litters to the crosspiece of the rack. There is a considerable tendency for the litters to slide to the rear when riding over rough terrain with patients on them. This is prevented by lashing the rear outside stirrups of the litters to the rear ends of the sidepieces. Holes are drilled in the sidepieces for this purpose as shown in Diagram No. 3.

This type of litter rack has been found to be satisfactory over the roughest terrain which the jeep can negotiate. It may be necessary to use litter securing straps to hold the patients on the litters. The rack can be constructed by a "hammer and saw" man in a few minutes.

(3) The above frame can be constructed of saplings, tent poles, salvage litters or other poles and lashed to the jeep as shown below. Two saplings about 7 feet long form the longitudinal supports and may be lashed to the jeep by the safety straps and the straps on the cross bow. One sapling about 5½ feet long forms a cross piece to support the forward ends of the litters. This piece is lashed to the two longitudinal saplings. Litters are then laid on this crosspiece and the crossbow. The forward crosspiece must be placed so that it is under the patient's neck to prevent injury to the head or shoulders. (See Plates 2, 3, and 4).



Plate 2. Saplings lashed to form frame to support two litters.

In all improvised litter carrying frames, care must be taken to insure that the frame is securely lashed, that the litters are securely lashed to the frame and to the jeep, and that the patient is firmly bound to the litter.

Other Methods. Numerous other methods have been used to convert the jeep as a carrier. The disadvantages of some of them are: Complicated



Plate 3. Litter in place. Forward stirrups may be lashed to driver's seat.



Plate 4. Two litters in place.

welded litter racks are required; the low silhouette of the jeep is sacrificed; the litters are placed crosswise on the vehicle; and the vehicle is greatly overloaded.

c. Truck, $\frac{3}{4}$ -ton. Weapon Carrier, 4x4. This vehicle can easily accommodate 5 litters. Two litters are placed lengthwise on the floor of the truck. The other three are placed crosswise, resting on the rear seats. All the litters are lashed in place. If the bows of the truck are in place, the three litters in the upper layer must be raised so that they rest on the side braces of the bows. The side curtains may be lowered after the patients are loaded. (See plate 5).



Plate 5. Truck, $\frac{3}{4}$ ton, Weapon Carrier, 4x4, Five patients.

d. Truck, $1\frac{1}{2}$ -ton, Cargo, 4x4. This truck can accommodate 10 litters when the bows are in place. The litters are arranged in three layers. Two litters are placed lengthwise on the floor of the vehicle. Four litters are placed crosswise resting on the seats, the seats being in the "down" position. Four more litters are placed crosswise resting on the side braces of the bows. All litters are lashed to the truck. The side curtains may be lowered after the patients are loaded. (See plate 6).



Plate 6. Truck, $1\frac{1}{2}$ ton cargo, 4x4. Ten patients.

e. Truck, 2½-ton, Cargo, 6x6. This truck can carry 18 litters in a manner similar to the 1½-ton truck. Six litters are placed lengthwise on the floor in two rows of three each. The stirrups of the rear three litters rest on the tailgate which must be fixed in the horizontal position. Six litters are placed crosswise, resting on the seats which are in the "down" position. Six litters are placed crosswise resting on the side braces of the bows. All litters are lashed in place. The patients are loaded from front to rear. The side curtains may be lowered after the patients have been loaded. (See plate 7).



Plate 7. Truck, 2½ ton, Cargo, 6x6. Eighteen patients.

TRANSPORTATION OF SICK AND WOUNDED

Fourth Period: Two Hours

Place. Litter bearer obstacle course.

Text References. Chap. 3 and 4, FM 8-35; Sec. IX, FM 21-11; TF 8-33.

Instructional Aids.

Personnel. Enlisted men—5 (Litter squad and patient).

Equipment. Litter bearer obstacle course. One litter to each five students.

Individual Equipment. Fatigue uniform, pistol belt, and attachments.

Procedure. Demonstration and Application.

1. The demonstration squad is sent over the course first to demonstrate the correct method of surmounting each obstacle.
2. Students are divided into squads of five (four litter bearers and patient) and sent over the obstacle course under the supervision and instruction of instructors. The first trip should be with empty litters; thereafter, with patients.

Most obstacle courses reflect the ideas and ingenuity of the builders and usually incorporate any available natural obstacles. Below is a list of obstacles used successfully in a litter bearer obstacle course designed to afford practise in the common type obstacles:

- a. Low hurdle (par. 23c. FM 8-35).
- b. Log Ramp (Ramp about 8 feet high with slopes of 35 to 45 degrees).
- c. Rock Pile (Rocks of various sizes to afford poor footing for a distance of 20 to 25 feet).
- d. Water Jump (Small ditch 3 to 4 feet wide necessitating passing the litter from one side to the other).
- e. Ditch (Large enough to force the squad to climb in and out).
- f. Pile Field (Piles one to two feet high irregularly placed to require careful handling of feet).
- g. Rail Fence (Over five feet).
- h. Steps and Platform (Platform four feet wide and ten feet long approached by a stairs on each end. Requires turning the litter around without changing bearers' position on the platform).
- i. Ponton Bridge (Narrow suspension bridge over land may be substituted if water is not available).
- j. Post Field (Posts or saplings about four feet high. Narrow winding trail through requires shoulder carry).
- k. Boulder field (Large and small boulders require very careful handling of litter and feet).
- l. Thirty-six inch culvert (Necessitates two man drag through 15 to 20 feet of culvert).

The above obstacles are suggested only. Natural or man-made terrain features should be incorporated when possible.

Men should be rotated through the various positions to equalize the physical exertion required of all men.

TRANSPORTATION OF SICK AND WOUNDED

(Transportation Over Rough Terrain)

Fifth Period: Two Hours

Place. Area presenting natural obstacles, defilade, and cover.

Text References. Chap. 1 to 5, incl., FM 8-35; FM 21-45; TF 8-33.

Instructional Aids.

Personnel. As many instructors, officers and non-commissioned officers as are available. Enlisted men to be used as patients.

Equipment. Litters; wheeled litter carriers; ambulances; various trucks. Material for supporting and lashing litters and patients on trucks.

Individual Equipment. Field uniform, stripped packs, medical equipment.

Procedure. Application.

The success of this period depends on the plans and preparation of the instructors in charge. This would include a reconnaissance of the area to be used for instruction. The exercise should be made as practical as possible: various types of simulated casualties are scat-

tered over a rough terrain, with routes available for litter bearers that demonstrate the necessity of cover, concealment and defilade and the ability to surmount natural obstacles.

Vehicles of various types, including ambulances, jeeps, and other trucks, should be available at the end of the litter carry so that the casualties can be loaded in the correct manner. Materials to support litters on trucks should be located conveniently.

Men should be rotated through the various activities as much as possible without disrupting the exercise.

TRANSPORTATION OF SICK AND WOUNDED

(Evacuation of Casualties from Tanks)

Sixth Period: Two Hours

Place. Demonstration Area.

Text References. Chapter 8, Sec. II, FM 17-80 (to be published); Sec. VIII, FM 21-11.

Instructional Aids.

Personnel. Enlisted men—8 (2 litter squads placarded 1, 2, 3, 4); 5 men medium tank crew; 5 men mock up tank crew; 2 men (ambulance driver and assistant); 2 men ($\frac{1}{4}$ -ton truck driver and assistant).

Equipment. Use Chart No. 113; one ambulance, field, cross country, four litters or armored personnel carrier with litter inserts; one medium tank; one light tank; one mock up tank (Replica of interior of Medium Tank); seven pistol belts; two web suspender belts.

Procedure. Explanation and Demonstration.

1. Introductory remarks.
 - a. Brief description of the Armored Force medical service.
 - b. Balance of Factors involved in the evacuation of casualties.
2. Demonstration of Evacuation equipment (Improvised).
 - a. Three belt method.
 - b. Pistol belt and web suspender method.
3. Evacuation from Light tank—M 5.
4. Evacuation from Medium tank—M 4.*
5. Application. Rotate positions to give all students experience.

EVACUATION OF CASUALTIES FROM TANKS

1. 3 BELT METHOD

2. PISTOL BELT & WEB SUSPENDER METHOD

3. MEDICAL KIT SUSPENDER METHOD

4. 4 BELT METHOD (FIGURE OF 8)

5. INVERSION METHOD

Chart No. 113

In the above demonstration, each step should be demonstrated on the mock-up tank to reveal procedures within the tank.

*If using the ambulance, field, cross country, load the fifth patient on the $\frac{1}{4}$ -ton truck.

If tanks are not available, procedures should be practised on wrecked vehicles, small deep fox-holes and slit trenches.

TRANSPORTATION OF SICK AND WOUNDED

(Evacuation of Casualties by Air)

Seventh Period: One Hour

Place. Theatre and Ambulance Plane Area.

Text References. Chap. 7, FM 31-40; Chap. 6, FM 8-35; App. IV, Chap. 18, "The Air Force in Theatres of Operations, Organization and Functions," HQ, AAF, WD Washington, D.C.; Army Air Force Film Report No. 64—Evacuation of Wounded by Air, (running time 22 minutes).

Instructional Aids.

Equipment. AAF Film Report No. 64.

Procedure. Conference and Demonstration.

1. Introduction.

- a. Types of casualties carried by air.
- b. Methods of handling litters, loading and unloading planes to be noted in Film Report No. 64

2. Demonstration of Film.

3. Discussion.

(AGF and ASF medical personnel should be familiar with the procedures shown. AAF medical personnel will receive more thorough instruction in these procedures).

TRANSPORTATION OF SICK AND WOUNDED

(Night—Blackout Conditions)

Eighth Period: One Hour

Place. Area presenting natural obstacles.

Text References. Par. 53-64, FM 21-45.

Instructional Aids.

Personnel. Instructors—ratio of one per two litter squads. Moulages to represent various types of wounds.

Equipment. Stakes to mark starting stations.

Individual Equipment. Stripped packs, medical soldier's field equipment, one luminous compass per squad, one flashlight per squad. Sketch maps of area (optional).

Procedure.

Start squads from separate stations on routes converging to a central point. Place simulated casualties to be found by the squad, treated and loaded on the litter.

The litter carry should be 500 to 1000 yards depending upon the terrain.

ANATOMY AND PHYSIOLOGY

Purpose and Scope. The purpose of this course in anatomy and physiology is to give the enlisted man a background of knowledge to enable him to apply the medical, surgical and sanitary principles learned in the study of and experience in these subjects. Special emphasis will be given to the requirements of field service, especially the close relationship between physiology and anatomy and emergency medical treatment on the battlefield.

The course in anatomy and physiology should include: the development of the body (general only); varieties of tissues; the skeleton; muscular system; functions of the voluntary and involuntary muscles; the heart and circulation; respiratory system; the digestive system; the nervous system; and the excretory and genito-urinary systems.

Actual Time Allotted. 15 hours.

Text Reference. TM 8-220, Medical Department Soldiers' Handbook.

Methods of Instruction. Conference, Demonstration, Oral Quizzes and Examination. Conferences should always be augmented by liberal use of instructional aids such as the chart, anatomical, item No. 77490, M.D. Sup. Cat., the skeleton, specimens of various tissues which may be procured from the mess or a slaughter house, apparatus to illustrate physiological function, charts, diagrams, movies, film strips, slides, and enlargement of anatomical pictures on the screen (use of the opaque projector). A medical officer should conduct this entire course.

Standards of Proficiency. Each soldier to be able:

1. To identify and locate the principal structures, bones and organs of the body and to understand their respective functions.
2. To sense and apply this knowledge in the treatment of sick and wounded.
3. To express himself accordingly in speech and writing so that reports and records of sick and wounded will be clearly and correctly completed in agreement with Army Regulations.

ANATOMY AND PHYSIOLOGY

(Introduction: Bones and Joints)

First Period: One Hour

Place. Classroom.

Text Reference. Chapter 2, TM 8-220.

Instructional Aids.

Equipment. Use Chart No. 114, 115, 116 and 117; skeleton; chart, anatomical, item No. 77490, M.D. Sup. Cat.; decalcified bone; cross sections and longitudinal sections of bone; a burned bone (residue); specimens of the common types of joints.

Procedure. Conference and Demonstration.

1. Outline of Course. The conferences will be of an informal nature. Questions may be asked by members of the class at any time and in turn questions will be asked of the class. It is recommended that the men take notes and discuss the subject with other enlisted men and also study the skeleton and anatomical charts.

2. Subjects to be Covered. Anatomy and Physiology.

a. Definitions of.

b. Scope. Explain that the extent of anatomy and physiology to be taught is not in any way comparable to that necessary in a medical officer's training, but will furnish practical knowledge and a background for further study.

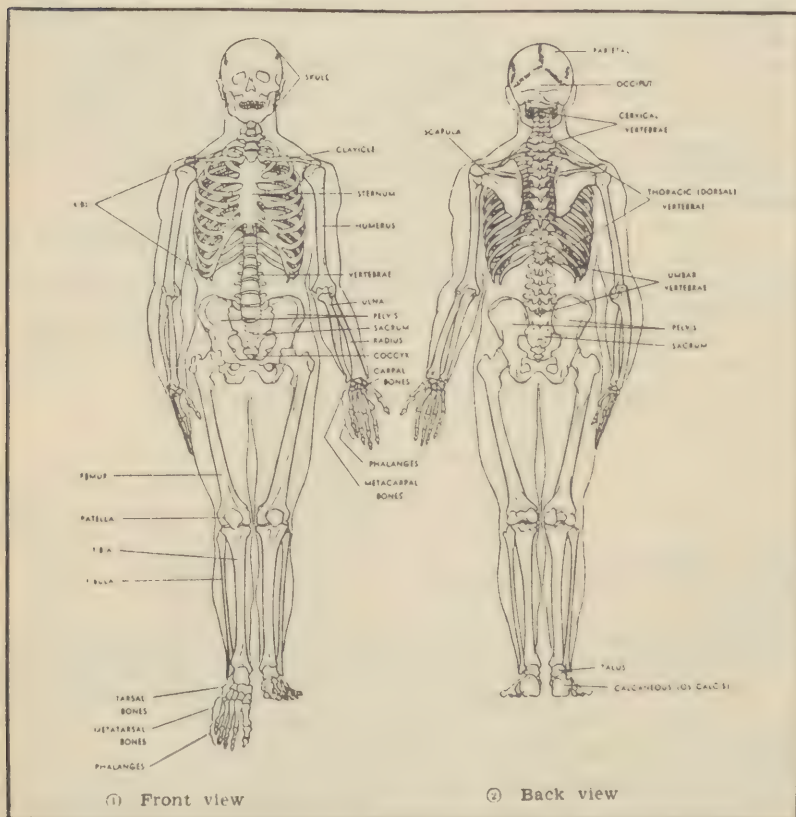
3. What the Enlisted Man is Expected to Know. At the completion of this course it is expected that each man will be able to name the bones, joints and organs of the body, correctly spelling their names; that he will have an understanding of their function and be able to express himself accordingly.

4. Opening Discussion—The Skeleton. (Bones and Joints).

a. Bones. (Composition, structure, total number.)

b. Cartilage. (Composition, structure, function.)

c. Classification of bones. (1) Long, (2) Short, (3) Flat, and (4) Irregular.



Note: Discuss and demonstrate each on the skeleton.

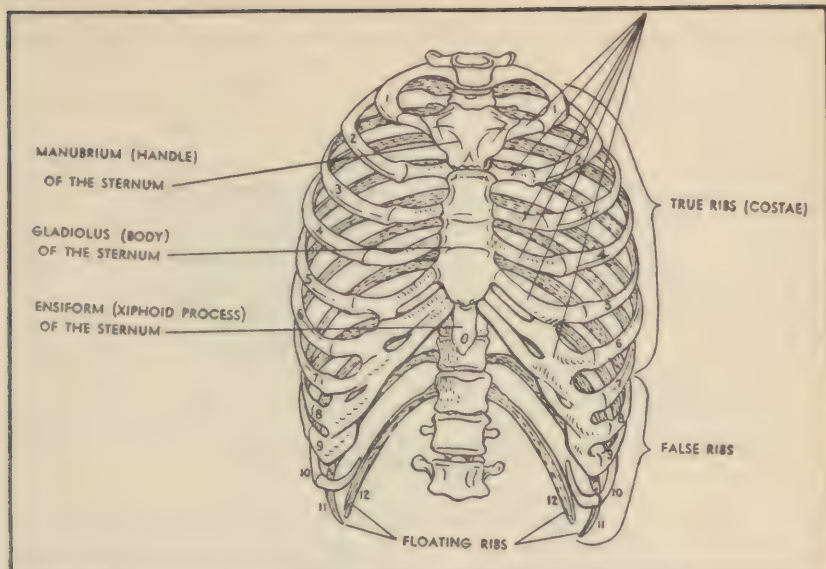


Chart No. 115

ANATOMY AND PHYSIOLOGY

(Bones and Joints)

Second Period: One Hour

Place. Classroom.

Text Reference. Chapter 2, TM 8-220.

Instructional Aids.

Equipment. Use Charts No. 114, 115, 116 and 117; skeleton; chart, anatomical, item No. 77490, M.D. Sup. Cat.; decalcified and burned bones; cross sections and longitudinal sections of bones; joint specimens showing cartilage, tendons, and muscle insertions and origins.

Procedure. Conference, Demonstration and Oral Quiz.

1. Brief review of classification of bones as given in first period.
2. Conference and Demonstration. Demonstrate each type of bone on skeleton as conference is given. Ask pertinent questions. Suggested outline of conference and demonstration follows:
 - a. Bones. (1) Skull—(a) Cranium, (b) Face.
 - (2) Spine—(a) Type of bone, (b) Structure of each vertebra, (c) Function of each vertebra.
 - (3) Shoulder—(a) Clavicle, (b) Scapula.
 - (4) Thorax—(a) Ribs, number and function; classification—true, false, and floating, (b) Sternum.

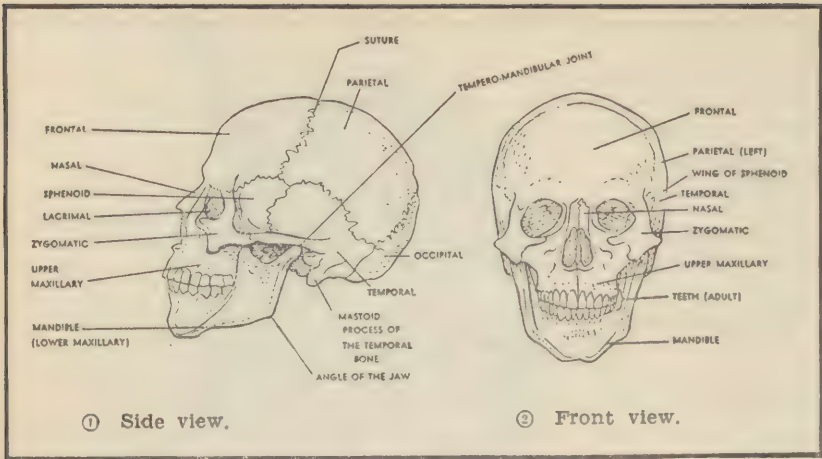


Chart No. 116

- (5) Pelvis—(a) Formation: Sacrum, Coccyx, Ilium, Ischium, and Pubis, (b) Contents of the pelvis and the protective function of the pelvic bones.
- (6) Upper Extremity—(a) Arm, (b) Forearm, (c) Wrist, (d) Hand.
- (7) Lower Extremity—(a) Thigh, (b) Leg, (c) Ankle, (d) Foot.

b. Joints. Definition—(1) Ball and Socket, (2) Hinged, (3) Sutures.

Note. It is suggested that reference be made to fractures and the importance of knowledge of anatomy in the emergency medical treatment of them.

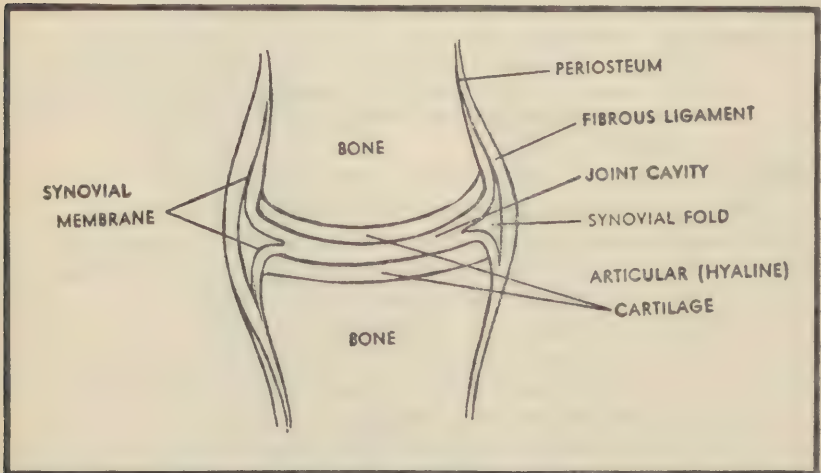
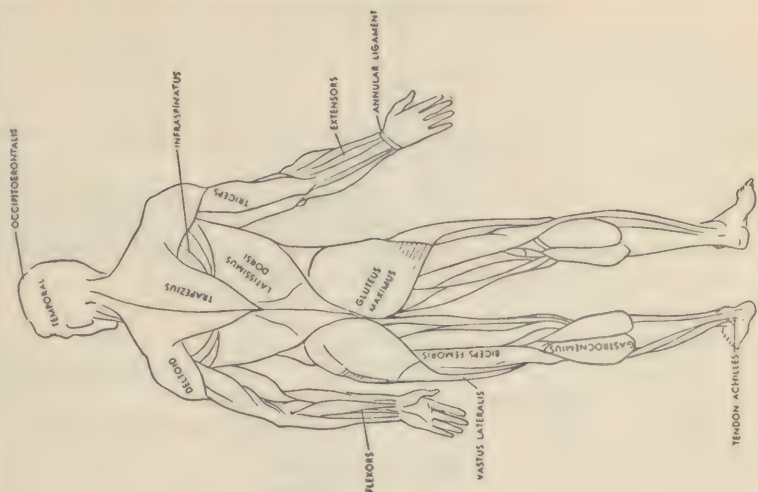
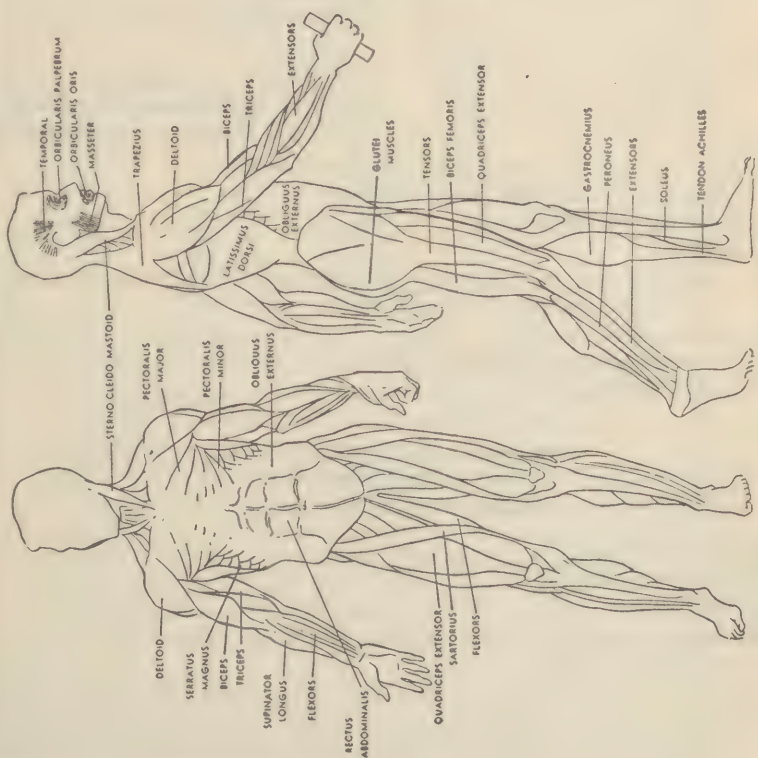


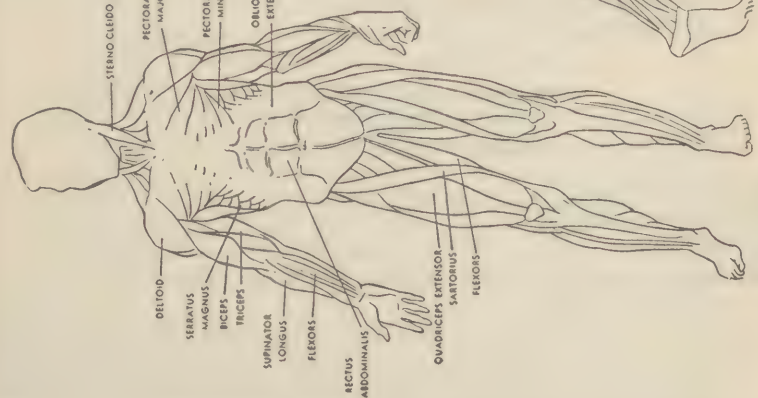
Chart No. 117



③ Back view



② Side view.



① Front view

ANATOMY AND PHYSIOLOGY

(Skin and Muscles)

Third Period: One Hour

Place. Classroom.

Text Reference. Chapter 2, TM 8-220.

Instructional Aids.

Personnel. A well-developed muscular individual to show surface anatomy.

Equipment. Use Chart No. 118; Skeleton; Chart, Anatomical, item No. 77490, M.D. Sup. Cat., bones and joints with muscle attachments; piece of skin; diagrams, charts, and opaque projector to illustrate enlarged pictures of tissues studied.

Procedure. Lecture.

1. Classification, the muscular system.
 - a. Voluntary.
 - b. Involuntary.
 - c. Cardiac muscle.
2. Relationship of the bones and attached muscles.
 - a. Tendon.
 - b. Origins and insertions.
3. Activity of voluntary and involuntary muscles.
 - a. Contraction.
 - b. Relaxation.
(Response to nerve impulse).
4. Posture.
 - a. Muscle tonus.
 - b. Fatigue.
 - c. Effect of improper posture on the spine and on the proper development of muscles.
5. Effect of exercise on muscle (cite examples).
 - a. Muscle enlargement (hypertrophy).
 - b. Disuse (atrophy).
6. Skin.
 - a. Composition; two layers sweat glands, hair follicles, subcutaneous tissue and nutritive circulation.
 - b. Protective covering.
 - c. Relationship to excretory system.
 - d. Heat regulation.

ANATOMY AND PHYSIOLOGY

(Circulatory System)

Fourth Period: One Hour

Place. Classroom.

Text Reference. Chapter 2, TM 8-220.

Instructional Aids.

Personnel. Individual with surface markings tracing out course of large blood vessels.

Equipment. Use Charts No. 119 and 120; Chart, Anatomical, item No. 77490, M.D. Sup. Cat.; skeleton; slides; opaque projector; anatomical specimens, such as a beef heart, diagrams, and other instructional aids beneficial to practical instruction.

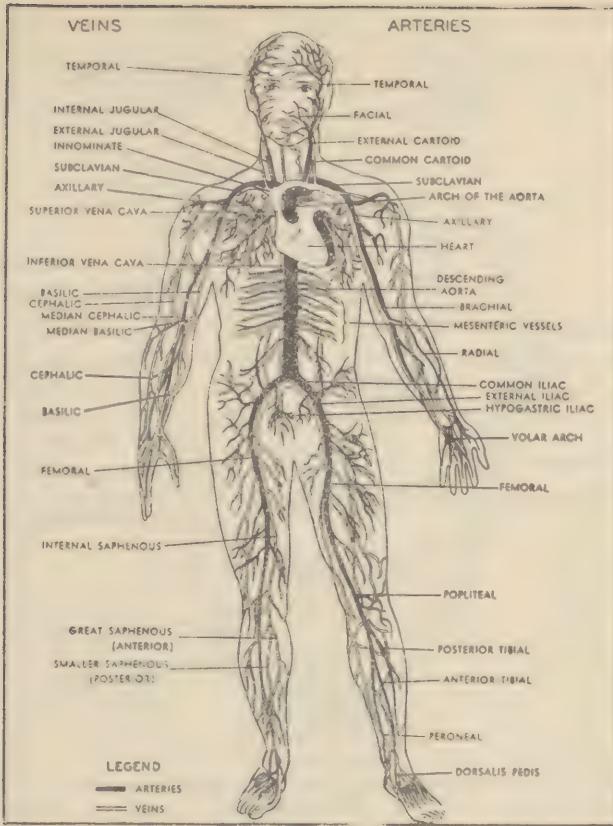


Chart No. 119

Procedure. Conference and Demonstration.

1. Component parts of the circulatory system. Discuss their location, function, and relationship to other structures.
2. Give the elements of the blood and the functions of each of these elements.
3. Oxygen and carbon dioxide interchange—pulmonary circulation.
4. Give location of the heart and all large arteries and veins. Trace the course and show the relationship of the large vessels to other structures, using the anatomical charts and by markings drawn on the body. Indicate where they come close to the surface and near large bones and analyze the reason for the selection of these pressure points. Point them out on the skeleton, and on the surface anatomy.

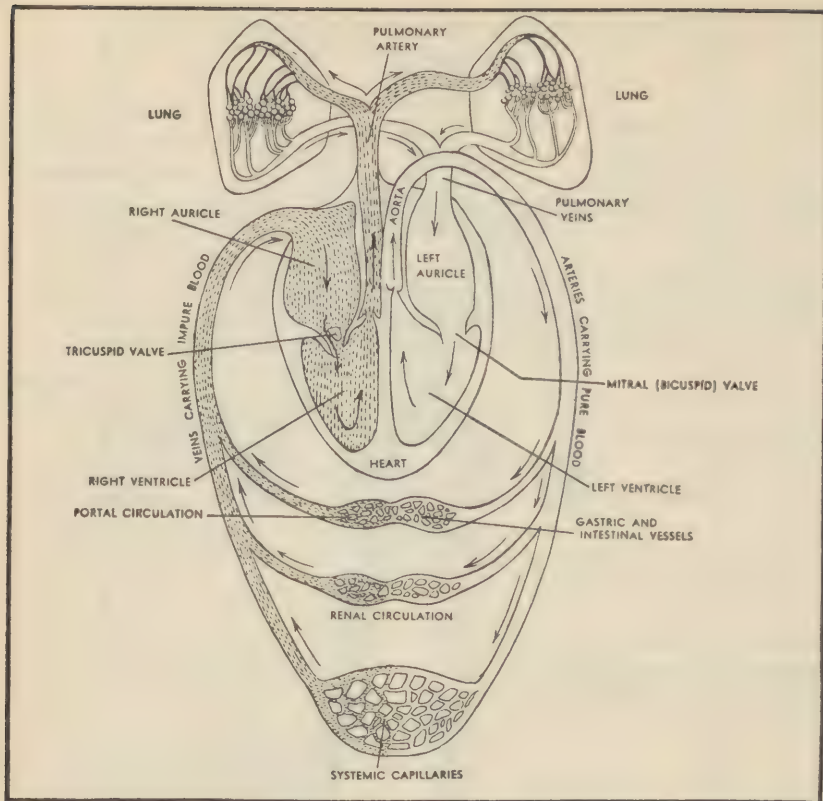


Chart No. 120

ANATOMY AND PHYSIOLOGY
(Circulatory System)
Fifth Period: One Hour

Place. Classroom.

Text Reference. Chapter 2, TM 8-220.

Instructional Aids.

Personnel. Individual with surface markings tracing out course of large blood vessels.

Equipment. Use Charts No. 119 and 120; Chart Anatomical, item No. 77490, M.D. Sup. Cat.; skeleton; slides; opaque projector; anatomical specimens, such as a beef heart; diagrams, and other instructional aids beneficial to practical instruction.

Procedure. Conference and Demonstration.

1. Review previous hour on the circulatory system. Discuss the nomenclature of various large blood vessels.
2. Give anatomy and function of the blood vessels, the control of bleeding and the difference between arterial and venous bleeding.
3. Give the anatomy of the heart.

4. Trace the course of the blood through the body and explain how it carries food to the various organs and tissues.

Note. Stress the importance of knowledge of the location of the larger blood vessels in control of hemorrhage and its practical application in emergency medical treatment.

ANATOMY AND PHYSIOLOGY

(Respiratory System)

Sixth Period: One Hour

Place. Classroom.

Text Reference. Chapter 2, TM 8-220.

Instructional Aids.

Equipment. Use Chart No. 121; Chart, Anatomical, item No. 77490, M.D. Sup. Cat.; skeleton; slides; opaque projector; anatomical specimens; diagrams, and other instructional aids beneficial to practical instruction.

Procedure. Conference and Demonstration.

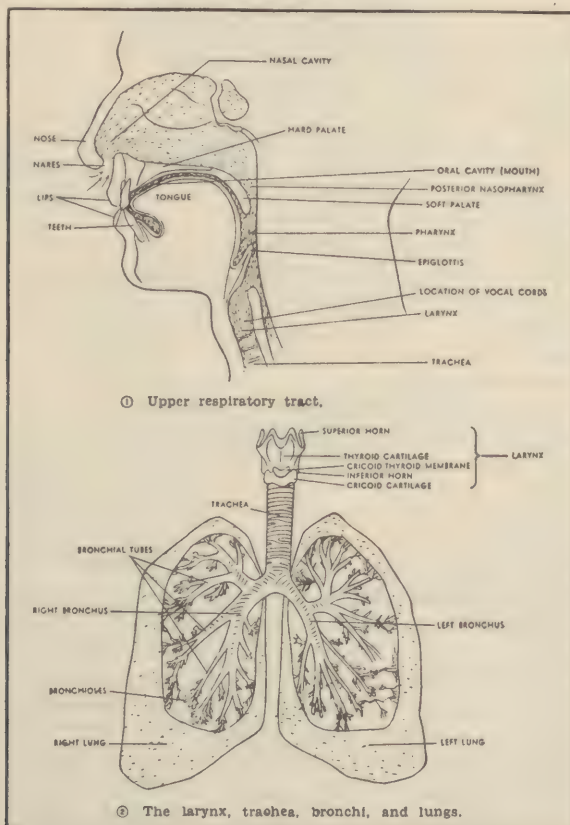


Chart No. 121

1. Respiratory System.

a. Component parts of the respiratory system, giving the names, location and function of each briefly.

(1) Air passages—nose, pharynx, larynx, trachea, bronchi, lungs, air sacs.

(2) Chest cavity (thorax)—mediastinum, diaphragm, pleura, pleural cavity.

(3) Relationship to heart, blood vessels, diaphragm and esophagus.

b. Detailed anatomy of each part and its relation to the surface of the body.

2. Composition of atmosphere and how lungs utilize the air.

3. Function of lungs in heat regulation. Discuss close relationship and importance of the pulmonary circulation to respiration.

4. Mechanism of respiration.

Note. Stress the relationship between the circulatory and respiratory systems and their importance in relation to emergency medical treatment.

ANATOMY AND PHYSIOLOGY

(The Digestive System)

Seventh Period: One Hour

Place. Classroom.

Text Reference. Chapter 2, TM 8-220.

Instructional Aids.

Equipment. Use Chart No. 122; Chart, Anatomical, item No. 77490, M.D. Sup. Cat.; skeleton; slides; opaque projector; anatomical specimens; diagrams, and other instructional aids beneficial to practical instruction.

Procedure. Conference and Demonstration.

1. Explanation of the purpose of the digestive apparatus.

2. What are foods? Classification of foods:

a. Proteins.

d. Minerals.

b. Fats.

e. Vitamins.

c. Carbohydrates.

3. The part each class of food plays in every day life.

4. Anatomy of digestive system and the accessory organs of digestion: their location, name and relation to other parts of the body.

a. Mouth.

e. Liver and gall bladder.

b. Esophagus.

f. Pancreas.

c. Stomach.

g. Large intestine.

d. Small intestine.

h. Rectum.

5. Take as an example an article of food and describe the normal process by which it is digested and assimilated. Bring out in simple, clear language the role of the enzymes in digestion, and the absorption of the digested foods into the blood.

6. Stress the value of knowledge of anatomy and physiology in the proper understanding of dietary habits.

7. Coordinate the relationship of the digestive system to the circulatory and respiratory systems. Stress the necessity of personal hygiene to maintain the proper function of these systems and its bearing on good health.

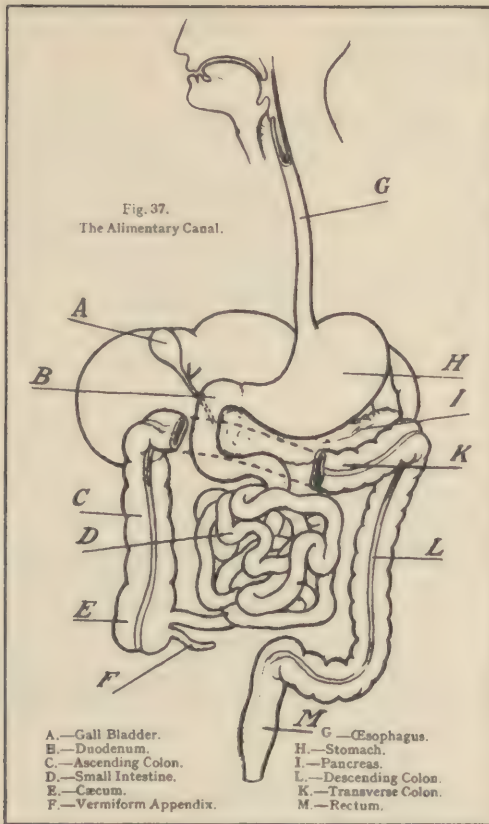


Chart No. 122

ANATOMY AND PHYSIOLOGY

(Excretory System)

Eighth Period: One Hour

Place. Classroom.**Text Reference.** Chapter 2, TM 8-220.**Instructional Aids.**

Equipment. Use Charts No. 121, 122 and 123; Chart, Anatomical, item No. 77490, M.D. Sup. Cat.; skeleton; slides; opaque projector; anatomical specimens; diagrams, and other instructional aids beneficial to practical instruction.

Procedure. Conference and demonstration of the excretory system.

1. Applied anatomy and physiology.

- a. The skin—as pertains to excretion.
- b. The lungs—as pertains to removal of carbon dioxide and moisture.
- c. The large intestines—as pertains to removal of solid waste products of digestion.

- d. The urinary system—as pertains to excretion of liquid waste products of the body.
2. The relationship of the above to each other.

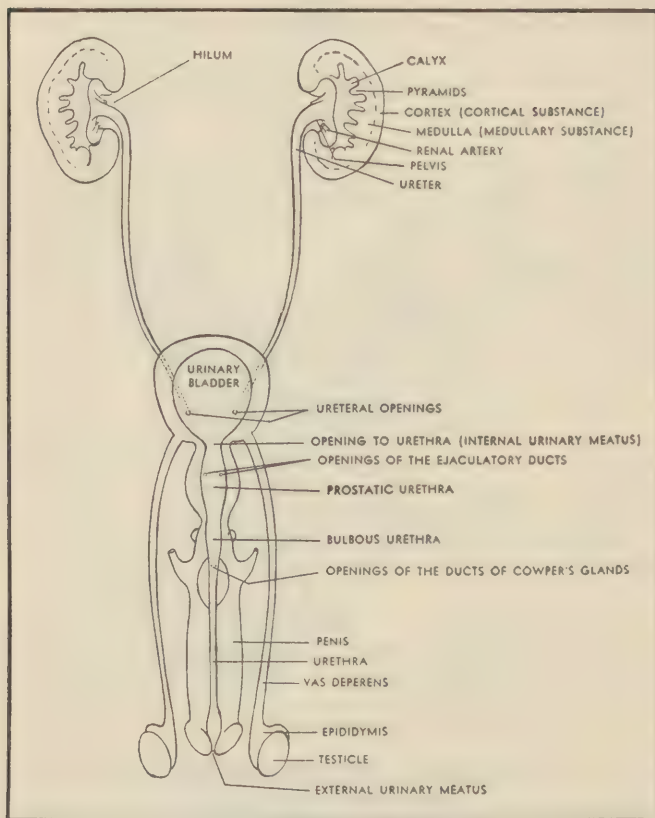


Chart No. 123

ANATOMY AND PHYSIOLOGY

(The Urinary System)

Ninth Period: One Hour

Place. Classroom.

Text Reference. Chapter 2, TM 8-220.

Instructional Aids.

Equipment. Use Chart No. 123; Chart, Anatomical, item No. 77490, M.D. Sup. Cat.; skeleton; slides; opaque projector; anatomical specimens, such as a kidney from an animal; diagrams, and other instructional aids beneficial to practical instruction.

Procedure. Conference and Demonstration.

1. Component parts of the urinary system and their location.
 - a. The kidneys.
 - b. The ureters.
 - c. The bladder.
 - d. The urethra.
2. Composition of urine. Value of analysis. Relation to disease. Course of urine from the kidney tubules to the urethral meatus.
3. Blood supply of the urinary system.
4. Relationship to the genital system.

ANATOMY AND PHYSIOLOGY

(The Male Genital System)

Tenth Period: One Hour**Place.** Classroom.**Text Reference.** Chapter 2, TM 8-220.**Instructional Aids.**

Equipment. Chart, Anatomical, item No. 77490, M. D. Sup. Cat.; skeleton; slides; opaque projector; anatomical specimens; diagrams, and other instructional aids beneficial to practical instruction.

Procedure. Conference and Demonstration.

1. Component parts of the male genital system and their location.
 - a. Reproductive organ: the testicle.
 - b. Accessory reproductive organs: the vas deferens, seminal vesicles, the prostate gland, and the penis. The anatomy of the scrotum.
 - c. Relate the function of each of the above.
 - (1) Formation of the male cells (spermatozoa). Production of secretions necessary to convey the male cell. Trace course through the tubules of the epididymis (20 feet in length), the vas deferens and the urethra.
 - (2) Relationship of the functions of the prostate gland and seminal vesicles to the male cell.
2. Stress the value of knowledge of anatomy and physiology of the genito-urinary system to the personal hygiene of the soldier and its relation to venereal prophylaxis.
3. Illustrate by means of instructional aids, the avenues through which venereal disease may spread through the genito-urinary system and other parts of the body.
4. Explain what is meant by rupture or hernia. Emphasize that hernia is not a venereal disease but a weakening of the abdominal wall.
5. Encourage questions and discussion by the men.

Note. Stress the importance of the medical soldier being well equipped with knowledge of this subject.

ANATOMY AND PHYSIOLOGY

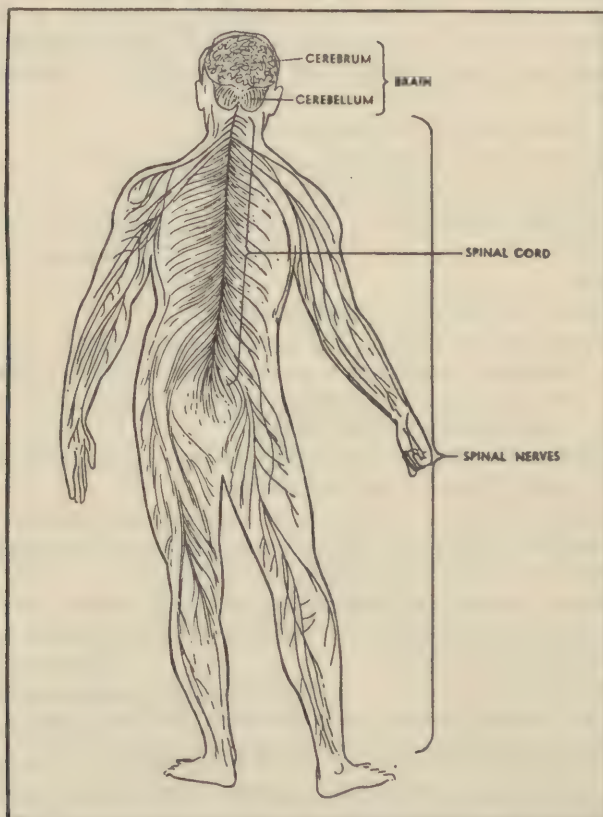
(The Nervous System)

Eleventh Period: One Hour**Place.** Classroom.**Text Reference.** Chapter 2, TM 8-220.**Instructional Aids.**

Equipment. Use Chart No. 124; Chart Anatomical, item No. 77490, M. D. Sup. Cat.; skeleton; slides; opaque projector; anatomical specimens; diagrams, and other instructional aids beneficial to practical instruction.

Procedure. Conference and Demonstration.

1. Component parts of the nervous system, and location of each.
 - a. Cerebro-spinal system.
 - (1) The brain: cerebrum, cerebellum.
 - (2) The spinal cord.
 - b. Sympathetic nervous system.
2. Brief instruction concerning the function of the nervous system as a whole. Compare it to a well organized communication system.

**Chart No.124**

3. Discuss various functions of the brain; character of the brain tissue and how it may be injured; the seriousness of brain injuries.
4. Describe anatomy and functions of spinal cord; the result of injury to the spinal cord.
5. Names of the larger nerve trunks and their locations.
6. Difference between motor and sensory nerves; explanation of reflex action; trace out a nerve impulse from the sensory nerve to muscle response.
7. Relationship of the nervous system to other systems of the body.

ANATOMY AND PHYSIOLOGY

(The Special Senses)

Twelfth Period: One Hour

Place. Classroom.

Text Reference. Chapter 2, TM 8-220.

Instructional Aids.

Equipment. Chart, Anatomical, item No. 77490, M. D. Sup. Cat.; skeleton; slides; opaque projector; anatomical specimens; diagrams, and other instructional aids beneficial to practical instruction.

Procedure. Conference and Demonstration.

1. Discuss the anatomy and physiology of the special senses.
 - a. The eye—vision.
Normal, near sighted, far sighted, astigmatism.
 - b. The ear—hearing.
External, middle, and internal. The mastoid cells.
The eustachian tube.
 - c. The nose—smell.
The sinuses.
 - d. The mouth—taste. e. Sensory nerve—touch.
2. The relationship of each of the above to other senses.
3. The relationship of the special senses to other systems of the body.

ANATOMY AND PHYSIOLOGY

(Practical Test)

Thirteenth Period: Two Hours

Place. Classroom.

Text Reference. Chapter 2, TM 8-220.

Instructional Aids.

Equipment. All adaptable instructional aids used in the course; examination paper; prepared question cards.

Procedure. During the first hour conduct a written examination. Design this written examination so that answers may be brief, and as practical as possible.

The second hour of the period should be used for an oral examination; this can be conducted with the card system to best advantage. The individual questions are typewritten on cards, and these are distributed to the men. They are required, when called upon, to answer the questions they have received. The cards are collected at the end of the period for future use.

ANATOMY AND PHYSIOLOGY

(Discussion of Examination)

Fourteenth Period: One Hour

Place. Classroom.

Text Reference. Chapter 2, TM 8-220.

Instructional Aids.

Equipment. Instructional aids used in course.

Procedure. Discuss examination of previous period with clarification of any misunderstanding as evidenced by answers received.

Summarize the course by explaining the need of continued study of anatomy and physiology by the medical soldier. Consider the relationship to emergency medical treatment and to military hygiene. Link up the course again to other subjects such as x-ray, surgery, laboratory work, etc., to which some of the men will later undoubtedly be assigned for special technical training.

NOMENCLATURE AND CARE OF ORGANIZATIONAL EQUIPMENT

Purpose and Scope. The purpose of this instruction is to furnish to the enlisted man a general knowledge of many of the common surgical instruments and equipment; complete knowledge of the instruments and equipment he may be expected to handle; and a complete knowledge of the correct methods of caring for this equipment.

A minimum amount of time should be spent in instruction in drugs since this material is covered in subject No. 37, Materia Medica and Pharmacy.

Actual Time Allotted. 8 hours.

Text References. FM 8-10, App. I, II, III, and IV; TM 8-220, Chap. 6; M.D. Supply Catalog; T.B.A. No. 8; Appropriate M.D. Equipment Lists.

Methods of Instruction. Conference, Demonstration and Application.

Standard of Proficiency. Each soldier should know:

1. The correct nomenclature, location and use of the medical soldier's field equipment.
2. The nomenclature and use of common surgical instruments.
3. The care, cleaning and storage of medical equipment and supplies.

Note. The constant change in equipment, delays in supply, and other factors unavoidable in war time make it impossible to publish a guide for instruction that will be satisfactory to all units. For this reason, instructors should modify periods of instruction and substitute equipment as necessary. Where shortages exist during the training period, informal arrangements frequently can be made between units to borrow and loan equipment for certain periods of instruction.

NOMENCLATURE AND CARE OF ORGANIZATIONAL EQUIPMENT (Medical Kit, Private)

First Period: Two Hours

Place. Classroom or demonstration area.

Text References. FM 8-10, App. III, M.D. Sup. Cat.; T/BA No. 8; TM 8-220, Chap. 6.

Instructional Aids.

Personnel. One demonstrator.

Equipment. Use Chart No. 125; one kit, medical, private, and one litter.

Individual Equipment. Kit, medical, private per enlisted man.

Procedure. Conference, Demonstration and Application.

1. Conference.
 - a. Define and demonstrate (briefly) expendable, nonexpendable, and deteriorating medical supplies.
 - b. Discuss property responsibility, its care and safekeeping.
2. Demonstration.
 - a. The following parts of the kit for the medical private:

Kit, pouch, canvas.	Kit, canteen ring strap.
Kit, pouch, lace.	Kit, insert Type I.
Kit, suspender.	Kit, litter strap.
 - b. The assembly of the kit, normal and expansion capacity.

KIT, MEDICAL, PRIVATE

In Right Hand Pouch

1. Plaster, Adhesive, 1 inch
2. Scissors, bandage
3. Pin, safety, medium
4. Ammonia, aromatic
5. Iodine swab, 1½ cc.
6. Bandage, gauze, compressed, 3 inch
7. Bandage, triangular, compressed
8. Tourniquet, field
9. Kit component, insert, type 1, with lace
10. Container, metal, No. 1 (for iodine swab)

In Left Hand Pouch

1. Pencil
2. Dressing, first aid, small
3. Kit component, litter strap
4. Emergency medical tag

Chart No. 125

- d. The use of the litter straps and cantle ring strap.
3. Practical exercise. Have each student disassemble and assemble his kit, normal capacity and expansion capacity. Correct errors.
4. If time permits, the instructor may discuss and demonstrate briefly any of the kits listed below if applicable:
 - a. Kit, Medical Non-commissioned Officer's.
 - b. Kit, Medical Officer's.
 - c. Kit, Dental Private's.
 - d. Kit, First Aid, Arctic.
 - e. Kit, First Aid, Jungle.
 - f. Kit, Jungle, Medical, Individual.

NOMENCLATURE AND CARE OF ORGANIZATIONAL EQUIPMENT

(Chest, M. D. No. 1 and Chest, M. D. No. 60)

Second Period: One Hour

Place. Classroom or demonstration area.

Text References. FM 8-10, App. IV, M.D. Sup. Cat., T/BA No. 8. T/O and E 7-11 (Medical), 8-16, 8-17, 8-18.

Instructional Aids.

Personnel. Four demonstrators.

Equipment. Chest, M. D. No. 1. Chest, M. D. No. 60. (In units having dental officers assigned).

- c. The contents of the kit. Demonstrate and explain the use and care of each item, including the following:

In Right Hand Pouch

Plaster, Adhesive, 1-inch.
 Pin, safety, medium.
 Ammonia, aromatic.
 Iodine swab, 1½ cc.
 Bandage, gauze, compressed, 3-inch.
 Bandage, triangular, compressed.
 Tourniquet, field.
 Kit, component, insert, type I, with lace.
 Container, metal, No. 1 (for iodine swab).

In Left Hand Pouch

Pencil.
 Dressing, first-aid, small.
 Kit, component, litter strap.
 Emergency medical tag.

Procedure. Conference and Demonstration.

1. Conference.
 - a. Discuss in general the locations or units in which M. D. Chest No. 1 will be found (Standard chest found in most field units).
 - b. Importance of knowing contents as to nomenclature, location, and care.
2. Demonstration.
 - a. Unpacking the chest.
 - b. Demonstration and discussion of contents. (Detailed).
 - c. Repacking the chest.
3. Examination. (Oral or written questions as to location, use and nomenclature of various items in the chest).
4. Discussion.
5. Demonstrate Chest, M.D. No. 60 in the same manner as the above if applicable to your unit.

NOMENCLATURE AND CARE OF ORGANIZATIONAL EQUIPMENT

(M. D. Chest No. 2)

Third Period: One Hour**Place.** Classroom or demonstration area.**Text References.** FM 8-10, App. IV; M.D. Sup. Cat., T/BA No. 8. T/O and E 7-11 (Medical) 8-16, 8-17, 8-18.**Instructional Aids.****Personnel.** Two demonstrators.**Equipment.** Chest M. D. No. 2.**Procedure. Conference and Demonstration.**

1. Conference.
 - a. Discuss in general the locations or units in which M. D. Chest No. 2 will be found (Standard chest found in most field units).
 - b. Importance of knowing contents as to nomenclature, location, and care.
2. Demonstration.
 - a. Unpacking the chest. (Set up trays).
 - b. Demonstration and discussion of contents. (Detailed).
 - c. Repacking the chest.
3. Examination. (Oral or written questions as to location, use and nomenclature of various items in the chest).
4. Discussion.

NOMENCLATURE AND CARE OF ORGANIZATIONAL EQUIPMENT

(Battalion Aid Station)

Fourth Period: One Hour**Place.** Field or demonstration area.**Text References.** FM 8-10, Chap. 3, App. III, IV; M.D. Sup. Cat.; T/BA No. 8. T/O and E 7-11 (Medical Section).**Instructional Aids.****Personnel.** Non-commissioned officers—1 (Assistant instructor). Enlisted men—6 (Demonstrators to set up aid station and display equipment).



Chart No. 126

Equipment. Use Chart No. 126. Unit equipment of a battalion medical section.

Transportation. That authorized for a Battalion Medical Section (If available).

Procedure. Conference and Demonstration.

1. Conference.

- a. Discuss briefly the location of the aid station in combat.
- b. Discuss briefly the function of the aid station.

2. Demonstration.

- a. Demonstration team to unload and setup equipment.
- b. Demonstrate uses of M. D. Chests No. 1 and 2 *(previously shown).
- c. Demonstrate contents of M. D. Chest No. 4. *(If available).
- d. Demonstrate miscellaneous equipment available:

- | | |
|---------------------------|---|
| 1. Water sterilizing set. | 6. Litters (types available). |
| 2. Lantern set. | 7. Pioneer tools. (carried on ¼-ton truck). |
| 3. Splint set. | |
| 4. Tent, small, wall. | 8. Flag, Geneva Convention. |
| 5. Blanket set. | 9. Machine, imprinting. |

e. Repack and load equipment.

3. Discussion.

* As this guide goes to press, the Unit Medical Equipment, Pack is authorized for each battalion section. If this new equipment has been issued your unit, use the following alternate fourth period.

NOMENCLATURE AND CARE OF ORGANIZATIONAL EQUIPMENT

(Battalion Aid Station)

Alternate Fourth Period: One Hour

Place. Field or demonstration area.

Text References. FM 8-10, Chap. 3, App. III, IV; M.D. Sup. Cat.; T/BA No. 8; T/O and E 7-11 (Medical Section) 15 July 1943.

Instructional Aids.

Personnel. Battalion Medical Section (2 Officers—32 men (less 12 Company Aid Men).

Equipment. Battalion Medical Equipment: 2-Unit Medical Equipment, Pack, (Composed of Packs No. 1, 2, 4, 5, and 2 Packs No. 3). 2-Chests, Flight Service: 2-Lantern Sets; 2-Packboards (Extra); 12-Litters; 12-Litter Securing Straps; 2-Bags, Duffle (QM).

Transportation. That authorized for a battalion medical section.

Procedure. Conference and Demonstration.

1. Conference.

- a. Discuss briefly the location of the aid station in combat.
- b. Discuss briefly the function of the aid station.

2. Demonstration.

- a. Demonstration team (Battalion Medical Section) to carry, unpack and set up equipment.
- b. Demonstrate packing and contents of the following packs:

97940 Pack No. 1, Unit Medical Equipment: Contents.

97787	Packboard:	Each	1
97922	Unit Medical Equipment Pack, Case Empty:	Each	1
97923	Unit Medical Equipment Pack, Insert, Empty:	Each	4
Packed in Insert No. 1			
92051	Dressing, First-Aid, Large, Field Brown:	Pkg.	16
Packed in Insert No. 2			
92051	Dressing, First-Aid, Large, Field Brown:	Pkg.	10
92061	Dressing, First-Aid, Small, Field Brown:	Pkg.	30
Packed in Insert No. 3			
20130	Cotton, Absorbent, Compressed:	Ounce	13
91211	Sulfanilamide, Crystalline, USP, 5 Grams in Sterile Individual Double-Wrapped Envelope:	Pkg.	8
92016	Bandage, Gauze, Field Brown, 4-inch:	Pkg.	25
92026	Bandage, Muslin, Field Brown, 5-inch:	Each	6
92041	Bandage, Triangular, Compressed, O.D.:	Each	24
92068	Gauze, Plain, Sterilized, Field Brown:	Pkg.	13
92083	Plaster, Adhesive, Field Brown, 1-inch	Spool	3
92084	Plaster, Adhesive, Field Brown, 3-inch	Spool	3
Packed in Insert No. 4			
10122	Acid, Boric, Ointment, USP:	4 oz.	1
12040	Foot Powder:	¼ lb.	1
34680	Scissors, Bandage:	Each	1
36830	Gloves, Medium, Size 7½:	Pair	2
36840	Gloves, Medium, Size 8:	Pair	2
37730	Stethoscope:	Each	1
71780	Towel, Hand:	Each	3
74930	Soap, White, Floating:	Bar	2
75150	Book, Blank, 8 Vo:	Each	1
77010	Apron, Rubberized:	Each	1
77160	Battery, Dry Cell:	Each	4
77205	Box, Cash: Containing the following:	Each	1

13820	Procaine Hydrochloride, USP, $\frac{3}{4}$ Gr Hypo Tab:	20	2
36627	Cotton Thread, Quilting:	Spool	2
37790	Suture, Catgut, Chromic, Size 1:	Tube	24
38440	Syringe, Luer, 2 CC:	Each	2
38490	Syringe, Luer, Needle, 23 Gage, $\frac{3}{4}$ -inch Canula:	Dozen	1
38510	Syringe, Luer, Needle, 19 Gage, $1\frac{3}{4}$ inch Canula:	Dozen	1
79320	Thermometer, Clinical:	Each	2
91155	Morphine Tartrate, $\frac{1}{2}$ Gr Solution:	Box	13
76010	Flashlight: With lamp.	Each	1
78020	Flashlight lamp:	Each	4
78770	Pin, Safety, Large:	Card	4
78780	Pin, Safety, Medium:	Card	4
93780	Tourniquet, Field:	Each	2
97675	Container, Metal, No. 1: 1 for each 12 of the following:	Each	2
91120	Iodine Swab, $1\frac{1}{2}$ CC:	Each	24
97710	Container, Metal, No. 9: 1 for each 150 of the following:	Each	2
10100	Acid, Acetylsalicylic, USP, 5 Gr Tab:		300
97730	Container, Metal, No. 14: For the following:	Each	1
10480	Alcohol, USP:	Quart	1
99070	Basin, Canvas:	Each	1
99265	Gloves, Rubber, Pouch:	Each	1
99410	Pad, Heat, Complete:	Each	2
99540	Sterilizer, Instrument, $9\frac{3}{4}$ -inch:	Each	1
32300	Forceps, Hemostatic, Rankin-Kelley, Straight:	Each	6
32310	Forceps, Hemostatic, Rochester-Penn, Curved:	Each	3
32965	Holder, Needle, Collier:	Each	1
33377	Knife, Operating, Handle No. 4:	Each	1
33381	Knife, Operating, Detachable Blade No. 20:	Pkg.	3
34700	Scissors, Dissecting, Straight, $5\frac{1}{2}$ -inch:	Each	1
77220	Box, Ointment, 2 Oz: Containing:	Each	1
33631	Needle, Catgut, Size 2, Half-circle:	Pkg.	2
33935	Needle, Surgeon's Regular, Size 6, $\frac{3}{8}$ -Circle:	Pkg.	2
33950	Needle, Surgeon's Regular, Size 12, $\frac{3}{8}$ -Circle:	Pkg.	1
34011	Needle, Uterine, Size 5, Half-circle:	Pkg.	1
Form 52b Emergency Medical Tag: (20 in book in duplicate).		Book	1

97942 Pack No. 2, Unit Medical Equipment: Contents.

97787	Packboard:	Each	1
97922	Unit Medical Equipment Pack, Case, Empty:	Each	1
97923	Unit Medical Equipment Pack, Insert, Empty:	Each	4
Packed in Insert No. 1			
92051	Dressing, First-Aid, Large, Field Brown:	Pkg.	16
Packed in Insert No. 2			
92051	Dressing, First-Aid, Large, Field Brown:	Pkg.	10
92061	Dressing, First-Aid, Small, Field Brown:	Pkg.	30
Packed in Insert No. 3			
20130	Cotton, Absorbent, Compressed:	Ounce	13
91211	Sulfanilamide, Crystalline, USP, 5 Grams in Sterile Individual Double-wrapped Envelope:	Pkg.	8

92016	Bandage, Gauze, Field Brown, 4-inch :	Pkg.	25
92026	Bandage, Muslin, Field Brown, 5-inch :	Each	6
92041	Bandage, Triangular, Compressed, O.D. :	Each	24
92068	Gauze, Plain, Sterilized, Field Brown :	Pkg.	13
92083	Plaster, Adhesive, Field Brown, 1-inch :	Spool	3
92084	Plaster, Adhesive, Field Brown, 3-inch :	Spool	3

Packed in Insert No. 4

12040	Foot Powder :	$\frac{1}{4}$ lb.	1
34680	Scissors, Bandage :	Each	1
36830	Gloves, Medium, Size $7\frac{1}{2}$:	Pair	2
36840	Gloves, Medium, Size 8 :	Pair	2
71780	Towel, Hand :	Each	3
74930	Soap, White, Floating :	Bar	2
75150	Book, Blank, 8 Vo :	Each	1
77010	Apron, Rubberized :	Each	1
77205	Box, Cash : Containing	Each	1
91155	Morphine Tartrate, $\frac{1}{2}$ Gr Solution :	Box	27
78770	Pin, Safety, Large :	Card	4
78780	Pin, Safety, Medium :	Card	4
93780	Tourniquet, Field :	Each	2
97675	Container, Metal, No. 1 : 1 for each of 12 of the following :	Each	2
91120	Iodine Swab, $1\frac{1}{2}$ CC :	Each	24
97730	Container, Metal, No. 14 : For the following :	Each	1
10480	Alcohol, USP :	Quart	1
99070	Basin, Canvas :	Each	1
99140	Bucket, Canvas :	Each	1
99265	Gloves, Rubber, Pouch :	Each	1
99410	Pad, Heat, Complete :	Each	2
Form 52b Emergency Medical Tag : (20 in book in duplicate).		Book	1

97944 Pack No. 3, Unit Medical Equipment: Contents.

97787	Packboard :	Each	1
97922	Unit Medical Equipment Pack, Case, Empty :	Each	1
99090	Blanket, O.D. :	Each	6

97946 Pack No. 4, Unit Medical Equipment: Contents.

97787	Packboard :	Each	1
97815	Splint Set :	Each	1

97948 Pack No. 5, Unit Medical Equipment: Contents.

97787	Packboard :	Each	1
97789	Packboard, Adapter :	Each	1
64C281	Can, Water, 5-Gallon : (QM)	Each	1

c. Display lantern sets, litters, duffle bags and flight service chest.

NOMENCLATURE AND CARE OF ORGANIZATIONAL EQUIPMENT
(Unit Equipment)

Fifth, Sixth, and Seventh Periods: One Hour Each

Place. Field.

Text References. All previous references.

Instructional Aids.

Equipment. As prescribed by T/E of each unit.

Procedure. Due to the wide variation in equipment of different types of medical units, these three periods are left for concentrated study of the equipment of the particular unit using this guide. It is felt that all medical department personnel should have a general knowledge of the fundamental medical equipment presented in the first four periods in this subject.

FIELD MEDICAL RECORDS

Purpose and Scope. To impress the medical soldier with the importance of medical records in the field; to instruct him in the purpose and use of the Emergency Medical Tag and the Field Medical Record; and to train him to quickly and accurately prepare: (1) the Emergency Medical Tag on the wounded in action, the killed in action, and cases other than battle casualties; (2) the Field Medical Card and the Field Medical Record Jacket; and (3) the "Station Log."

Actual Time Allotted. 7 hours.

Text References. Field Manual 8-45; AR 40-1025; Cir. 182, WD, 1942.

Methods of Instruction. Conference, Demonstration, Application, and Oral Quiz.

Standards of Proficiency. Each soldier must know:

1. The Emergency Medical Tag.
 - a. Where it is used.
 - b. On whom it is used.
 - c. When and by whom it is initiated.
 - d. Entries under Supplemental Record.
 - e. How to prepare.
2. The Field Medical Record.
 - a. Where it is used.
 - b. On whom it is used.
 - c. When initiated.
3. The "Station Log."
 - a. Where it is used.
- f. Restrictions on preparation when in contact with enemy.
- g. Use and meaning of abbreviations, particularly WIA and KIA.
- h. Disposition of original and duplicate.
- d. Additional entries.
- e. How to prepare.
- f. Disposition.
- b. How to prepare.
- c. Disposition.

FIELD MEDICAL RECORDS

(Emergency Medical Tag and Field Medical Record)

First Period: One Hour

Place. Classroom.

Text References. FM 8-45, Sections I-VII and Appendix; AR 40-1025, Sections I-VII, and IX.

Instructional Aids.

Equipment. Blackboard; 1 book of Emergency Medical Tags, MD Form 52b, revised 5 Nov. 1942; 1 Field Medical Card, MD Form 52c; 1 Field Medical Record Jacket, MD Form 52d.

Individual Equipment. 1 Emergency Medical Tag, MD Form 52b, revised 5 Nov. 1942; 1 Field Medical Card, MD Form 52c; 1 Field Medical Record Jacket, MD Form 52d; or mimeographed reproduction of each form.

Procedure. Conference.

1. Importance of medical records in the field.
 - a. Provide record of condition and treatment to guide medical personnel in further treatment.
 - b. Basis on which casualty reports are made.
 - c. Aid in deciding line of duty and pay status of patient.
 - d. Used in settlement of claims for pension for disability.

- e. Statistical data made available as to percentage, type, and cause of casualties.
 - f. Information on which to base and plan our medical service.
2. Forms used.
- a. EMT used by units other than hospitals.
 - b. Field Medical Card and Field Medical Record Jacket, collectively referred to as the Field Medical Record, used by hospitals.
3. Use of Emergency Medical Tag.
- a. Where used: in Theater of Operations, and in Zone of Interior when in the field on maneuvers or moving between stations.
 - b. On whom used: cases wounded in action, killed in action, transferred to hospital, admitted to quarters, and carded for record only.
 - c. When and by whom initiated: (1) on the living patient, initiated by the first Medical Department officer who treats patient; enlisted man may prepare tag for officer's signature; (2) on the killed in action, initiated by the first member of the Medical Department, usually an enlisted man, who examines the remains; (3) initiated by enlisted man as an informal record of treatment to inform the medical officer what has been done, such as tourniquet applied, narcotic administered, etc.
 - d. Tied to patient's clothing over chest.
 - e. Additional information added to back of EMT as patient passes through each medical installation.
 - f. Upon admission to hospital, entry to that effect added to back of EMT and record considered closed.
4. Disposition of original copy of Emergency Medical Tag.
- a. Case evacuated or transfer to hospital: EMT accompanies patient.
 - b. Case returned to duty from aid station, collecting station or clearing station: EMT accompanies soldier back to his unit surgeon who removes tag.
 - c. Case dies before admission to hospital: EMT remains tied to body until burial.
 - d. Upon burial: EMT removed and returned to deceased's unit surgeon if burial is accomplished by burial detail; or EMT is removed and temporarily retained by Graves Registration Service if it accomplished burial.
 - e. Final disposition of EMT: forwarded to the Surgeon General.
5. Disposition of duplicate copy of Emergency Medical Tag. Remains in book until collected, usually once each day, by unit surgeon who uses it to make certain reports and eventually forwards it to the Surgeon General.
6. Use of Field Medical Record.
- a. Where used: in hospitals in Theater of Operations and in hospitals in Zone of Interior when in the field on maneuvers.
 - b. On whom used: every case admitted to hospital.
 - c. When initiated: upon admission to first hospital where patient is treated.
 - d. Tied to bed while patient is in hospital; tied to patient's clothing over chest while moving between hospitals.

- e. Additional information added to FMR as patient passes through each hospital.
- f. Upon admission to hospital on a post in Zone of Interior, entry to that effect added to FMR and record is considered closed.
7. Disposition of Field Medical Record.
 - a. Case evacuated or transferred: FMR accompanies patient.
 - b. Case returned to duty from hospital: FMR retained by hospital.
 - c. Case dies in hospital: FMR retained by hospital.
 - d. Final disposition of FMR: forwarded to the Surgeon General.

FIELD MEDICAL RECORDS

(Emergency Medical Tag)

Second Period: One Hour

Place. Classroom.

Text References. FM 8-45. Sections II, IV, VII, and Appendix; AR 40-1025, Sections II, IV, VII, and IX. Circular 182, WD, 1942, Section II.

Instructional Aids.

Equipment. Use Chart No. 127; Blackboard; 1 book of Emergency Medical Tags, MD Form 52b, revised 5 Nov. 1942.

Individual Equipment. 1

Emergency Medical Tag, MD Form 52b, revised 5 Nov. 1942; or mimeographed reproduction of same.

Procedure. Conference and demonstration. Discuss each space of form separately and demonstrate entry on chart at same time; instructor should study the requirements in preparing the Register Card, MD Form 52, and apply those principles in preparing the EMT.

1. Explain book of Emergency Medical Tags.

- a. Original tag — removed from book after preparing and tied to patient.
- b. Carbon sheet — destroyed after using.
- c. Protective tissue sheet — must be removed before preparing tag.

Last name		First name		Initial	
James		Lewis		None	
Army serial No.:				Grade	
12345678				Pvt	
Company		Regiment and arm or service		Division	
K		36th Inf		3d Inf Div	
Age	Race	State	Service	Source of admission	
26	W	Ga	1-1/12	Clr Sta 8th Med Bn	
Received at (hospital and location):				Date	
96th Evac Hosp, Mateur, Tunisia				11 May 43	
Diagnosis:					
1. WIA, GSW, perf, middle third, left thigh, rifle bullet.					
2. FC, middle third left femur, due to (1) above.					
Line of duty: 1. Yes 2. Yes					
Changed and additional diagnoses, operations, with dates:					
11 May 43 Debridement, cast applied					
Disposition: To 126th GH, Dakar, French West Africa				Date	
				11 May 43	
10-10000					
John J. Doe, Capt. MC					
Signature of Surgeon.					

Chart No. 127

Individual Equipment. I Emergency Medical Tag, MD Form 52b, revised 5 Nov. 1942; or mimeographed reproduction of same.

Procedure. Conference and demonstration. Discuss each space of form separately and demonstrate entry on chart at same time; instructor should study the requirements in preparing the Register Card, MD Form 52, and apply those principles in preparing the EMT.

1. Explain book of Emergency Medical Tags.
 - a. Original tag—removed from book after preparing and tied to patient.
 - b. Carbon sheet—destroyed after using.
 - c. Protective tissue sheet—must be removed before preparing tag.
 - d. Duplicate tag—remains in book until collected.
 - e. Old form dated 25 Oct 1940 still in use, differs only in minor details.
2. Use medium hard black pencil in preparing tag.
3. Name and Army Serial Number: enter last name, followed by first name, middle initial, and ASN; if no middle initial state "none"; verify this information from patient's identification tag.
4. Grade: enter patient's grade, using authorized abbreviations.
5. Arm or Service: "Inf," "FA," etc.; recommend that patient's organization be shown; example "1st Inf."
6. Age: computed to nearest birthday.
7. Race: use one of 5 abbreviations authorized: W-White, C-Colored, F-Filipino, PR-Porto Rican, I-Indian; or write out name of race; example, "Chinese."
8. Nativity—if born within United States enter name of state in which born; if born outside United States enter name of country in which born.
9. Service, years—enter total amount of completed service in years and monthly fractions thereof; example "6/12," "1-6/12" etc.
10. Location where tagged: "Camp Melbourne, Australia"; recommend name of medical installation be entered also; example "Disp 1st Inf, Camp Melbourne, Australia."
11. Date—day, month, and year on which tag is prepared.
12. Hour—time in 24 hour system at which tag is prepared.
13. Diagnosis—
 - a. On cases other than battle casualties par 17, FM 8-45, should be complied with; however, instructor should spend but little time on these cases as diagnosis will ordinarily be made by medical officer.
 - b. On cases wounded in action or killed in action diagnosis should include: WIA or KIA, type of wound, anatomical location and causative agent.
 - c. Explain use of abbreviations specially authorized for use of field records, stressing proper use of WIA and KIA.
14. Line of duty—"Yes," "No," "Undetermined."
15. Treatment given—brief summary of what has been done, noting drugs used, and when important, time of treatment.
16. Disposition—"Duty," "Died," "Transferred to — hospital," etc.

17. Date—day, month, and year on which disposition is made.
18. Hour—time in 24 hour system at which disposition is made.
19. Signature with grade—"John J. Doe, Pvt Med Dept," "Richard R. Roe, 1st Lt MC."
20. Supplemental Record—
 - a. Additional treatment given enroute to hospital, its nature, where and when given.
 - b. Hospital to which admitted.
 - c. If not admitted to hospital show disposition, such as "Duty", "Died," etc., with time and place of disposition.
 - d. All additional entries will be signed.
21. Tag will be checked by personnel along route of evacuation and errors corrected.
22. Restrictions on preparation when in contact with enemy.
 - a. In combat and simulated combat (maneuvers), aid stations and collecting stations of divisional or brigade units engaged with the enemy will enter only name, grade, ASN, date, hour, diagnosis, and treatment given.
 - b. At clearing stations and installations in rear of clearing stations, tag will be accomplished completely.

FIELD MEDICAL RECORDS

(Emergency Medical Tag)

Third Period: One Hour
Place. Classroom.

Text References. FM 8-45,
Sections II, IV, VII,
and Appendix; AR 40-
1025, Sections II, IV,
VII, and IX. Cir-
cular 182, WD 1942,
Section II.

Instructional Aids.

Equipment. Use chart
No. 128, Black-
board, 1 book of
Emergency Medi-
cal Tags, MD
Form 52b revised
5 Nov. 1942; prac-
tical exercise with
approved solu-
tion thereto.

NAME AND ARMY SERIAL NUMBER					
Black, William F. 12345678					
GRADE	ARM OR SERVICE	AGE	RACE	NATIVITY	SERVICE, YEARS
Pvt	21st Inf	24	W	NY	10/12
LOCATION WHERE TAGGED:				DATE	HOOR
Dispensary, 21st Infantry Port Moresby, New Guinea				25 Sep 1943	0700
DIAGNOSIS: IF INJURY, STATE HOW, WHEN, WHERE INCURRED					
Diarrhoea, acute, severe, type and cause undetermined.					
LINE OF DUTY: Yes					
TREATMENT GIVEN: None					
TETANUS TOXOID: DOSE			TIME:		
OR ANTITETANIC SERUM: DOSE			TIME:		
MORPHINE: DOSE			TIME:		
DISPOSITION:				DATE	HOOR
To 12th Evac Hosp				25 Sep 1943	0730
SIGNATURE, WITH RANK:					
Fred E. Warner, Maj MC					

Form No. 52b—MEDICAL DEPARTMENT, U. S. A.
(Revised November 5, 1942)

16-154.14-1

Chart No. 128

Individual Equipment. 1 Emergency Medical Tag, MD Form 52b, revised 5 Nov. 1942; or mimeographed reproduction of same.

Procedure. Oral quiz and practical exercise. Review requirements of each space by oral quiz of students, then have each student fill in his blank form in accordance with the situation. Discuss solutions of various students and their errors. The situation covers a case other than a battle casualty, as illustrated by the following.

Situation: "The 21st Infantry is located Port Moresby, New Guinea. It is 0700, 25 September 1943, and Sick Call is being held at the Regimental Dispensary. Private William F. Black, ASN 12345678, reports, complaining of frequent, loose, watery stools. The Regimental Surgeon, Major Fred E. Warner, makes a diagnosis of "Diar-rhea, acute, severe, type and cause undetermined." Private Black is immediately transferred to the 12th Evacuation Hospital in the near vicinity. Black was born in Brooklyn, N.Y., 17 March 1920, is white, and was inducted into service 15 November 1942.

Requirement: Prepare the Emergency Medical Tag which will accompany Private Black to the hospital.

FIELD MEDICAL RECORDS

(Emergency Medical Tag)

Fourth Period: One Hour

Place. Classroom.

Text References. FM 8-45, Sections II, IV, VII, and Appendix; AR 40-1025, Sections II, IV, VII, and IX. Circular 182, WD, 1942, Section II.

Instructional Aids.

Equipment. Use Chart No. 128; Blackboard; 1 book Emergency Medical Tags, MD Form 52b, revised 5 Nov. 1942; practical exercise with approved solution thereto.

Individual Equipment. 2 Emergency Tags, MD Form 52b, revised 5 Nov 1942; or mimeographed reproductions of same.

Procedure. Oral quiz and practical exercise. Two cases to be considered: wounded in action, and killed in action. The case wounded in action is brought into an aid station, evacuated through a collecting station and a clearing station, and admitted to a hospital. The case killed in action is found on the battle field by litter bearers. Review requirements in diagnosing cases WIA and KIA, and restrictions in preparing the tag, by oral quiz of students, then have each student fill in his blank forms. Discuss solutions of various students and their errors.

FIELD MEDICAL RECORDS

(Field Medical Card and Field Medical Record Jacket)

Fifth Period: One Hour

Place. Classroom.

Text References. FM 8-45, Sections V, VII, and Appendix; AR 40-1025, Sections V, VII, and IX.

Instructional Aids.

Equipment. Use Charts No. 129, 130 and 131; Blackboard; 1 Field Medical Card, MD Form 52c; 1 Field Medical Record Jacket, MD Form 52d; situation and approved solution thereto.

Individual Equipment. 1 Field Medical Card, MD Form 52c, and 1 Field Medical Record Jacket, MD Form 52d, or mimeographed reproductions of same.

Procedure. Conference, demonstration and practical exercise.

1. Review use of Field Medical Record.
2. Discuss preparation of Field Medical Record and demonstrate by entries on chart.
3. Discuss Field Medical Card.
 - a. Last name, first name, middle initial and Army Serial No. verified from identification tag. Enter "none" if no middle initial.
 - b. Grade, Company, Regiment, Division, and arm of service of patient, using authorized abbreviations.
 - c. Age to nearest birthday.
 - d. Race—use one of five authorized abbreviations: W—White, C—Colored, F—Filipino, PR—Porto Rican, I—Indian; or write out race, example "Chinese."
 - e. Service — total completed service in years and monthly fractions thereof; example "6/12"; "1-6/12," etc.
 - f. Source of admission—enter "Command" if patient belongs to permanent personnel of hospital; if received from another medical installation show from where patient came; example "by evac from Clr Sta 1st Div"; for other entries see par. 16, FM 8-45.
- g. Received at hospital and location; example "12th Evacuation Hospital, Port Moresby, New Guinea."
- h. Date—day, month, and year on which admitted to hospital.
 - i. Diagnosis—same requirements as for Emergency Medical Tag.
 - j. Line of duty—"Yes"; "No"; "Undetermined".
 - k. Change and additional diagnoses, operations, with dates—for diagnosis enter: date, diagnosis, and line of duty; for operation enter: date, operation.
 - l. Disposition: "Duty"; "Died"; "Evac to.....Hospital", etc.
 - m. Date—day, month, and year on which disposition takes place.
 - n. Signature of Surgeon—"Richard R. Roe, Major MC".
 - o. Additional entries made by other hospitals follow in same fashion.
4. Discuss Field Medical Record Jacket.
 - a. Transportation Memoranda.

FIELD MED. RECORD							
FORM NO. 52 C							
LAST NAME		FIRST NAME			INITIAL		
ARMY SERIAL NO.						GRADE	
COMPANY		REGIMENT AND ARM OR SERVICE				DIVISION	
AGE	RACE	STATE	SERVICE	SOURCE OF ADMISSION			
RECEIVED AT (HOSPITAL AND LOCATION):							DATE
DIAGNOSIS:							
LINE OF DUTY:							
CHANGED AND ADDITIONAL DIAGNOSES, OPERATIONS & DATES							
DISPOSITION:							DATE
SIGNATURE OF SURGEON							

Chart No. 129

NOTE.—To be securely tied to patient's clothing over breast
relative to patient.

Army Serial No. 12345678

Suriname James Christian Name Lewis (Hope)
Grade Co. Regiment or Staff Corps 36th Inf
Pvt K

Date of first admission to sick report 11 May 43
Diagnosis (brief)

GSW, left thigh, with FC

(Check words applicable)
☐ Sick ☐ Walking case
☒ Wounded ☐ Slight ☐ Sitting case
☐ Gassed ☒ Severe ☒ Lying case

Special attention needed in transit, or other remarks:
Check circulation and cast

Copy of this F. M. R. was forwarded with the S. & W.
report of No. longer applies Hosp. No.
for the month of as required in
cases on sick report longer than one month.

Medical Department, U. S. Army
Washington 1 Jan 22, 1920

16-50041

Chart No. 131

NOTE.—The inner retaining flap of the envelope must be raised before
opening papers inside; this flap is to be folded over the contents to prevent
them from blowing out. The outer flap will be folded over the opening
as an additional means of protecting contents.

TRANSPORTATION MEMORANDA

(In order that the movement of patient from front to rear may be recorded chronologically,
all transportation units, such as Amb. Co., Hosp. Train, Hosp. Ship, Transports, etc., trans-
ferring patients from one hospital to another will make appropriate entries in the space pro-
vided below.)

94th Evac Patient was transported

From Hosp... to 126th GH by Hosp train #3 11 May 43
(Ship unit) (Transport organ) (Date)

From 126th GH to USS Mercy by Hosp Amb 20 May 43

From to by

From to by

From to by

Transferred ... 20 May 43 ... from Theater of Operations to
(Date)

Zone of the Interior by Hosp Ship USS Mercy
(Designation of ship, train, or other org)

Departing from Dakar, French West Africa
(Ship or place)

Arrived at NYK (Zone of the Int.)
(Ship or place)

6 Jun 43 and forwarded to EGGH
(Date) (Ship or place)

6 Jun 43 by Hosp train #14 ... for definitive treatment.
(Date) (Designation of train, or other org)

16-50041

Chart No. 130

b. Brief of case.

c. Statement "Copy of this F.M.R. was forwarded etc" does not apply.

5. Have each student fill in his blank forms from situation. Consider a case wounded in action and carry him through several hospitals in the Theater of Operations back to a hospital in the Zone of Interior. Discuss solutions of students and their errors.

FIELD MEDICAL RECORDS

(Station Log)

Sixth Period: One Hour

Place. Classroom.

Text References. FM 8-45, par 80 and Appendix. Note: These references have been rescinded, but in lieu of other instructions, may be followed. The form shown is no longer required, but is still utilized by most units.

Instructional Aids.

Equipment. Use Chart No. 132; Blackboard; MD Form 86e, Station Log, or form similar thereto; situation and solution thereto.

Form 86e MD				Sheet No. _____										
Station Log														
Unit		Location		Date		Period								
Patients received				Dispositions										
Name and Serial Number				Rank	Co.	Regt.								
				Duty	Died	Evac.	MP	Other						
				Walk	Amb.	Truck	Train	Other	Sitting	Lying				
Wound <input type="checkbox"/> Gas <input type="checkbox"/> Sick <input type="checkbox"/> Injury <input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				Duty	Died	Evac.	MP	Other						
				Walk	Amb.	Truck	Train	Other	Sitting	Lying				
Wound <input type="checkbox"/> Gas <input type="checkbox"/> Sick <input type="checkbox"/> Injury <input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				Duty	Died	Evac.	MP	Other						
				Walk	Amb.	Truck	Train	Other	Sitting	Lying				
Wound <input type="checkbox"/> Gas <input type="checkbox"/> Sick <input type="checkbox"/> Injury <input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				Duty	Died	Evac.	MP	Other						
				Walk	Amb.	Truck	Train	Other	Sitting	Lying				
Wound <input type="checkbox"/> Gas <input type="checkbox"/> Sick <input type="checkbox"/> Injury <input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				Duty	Died	Evac.	MP	Other						
				Walk	Amb.	Truck	Train	Other	Sitting	Lying				
Wound <input type="checkbox"/> Gas <input type="checkbox"/> Sick <input type="checkbox"/> Injury <input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				Duty	Died	Evac.	MP	Other						
				Walk	Amb.	Truck	Train	Other	Sitting	Lying				
Wound <input type="checkbox"/> Gas <input type="checkbox"/> Sick <input type="checkbox"/> Injury <input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				Duty	Died	Evac.	MP	Other						
				Walk	Amb.	Truck	Train	Other	Sitting	Lying				
Wound <input type="checkbox"/> Gas <input type="checkbox"/> Sick <input type="checkbox"/> Injury <input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
				Duty	Died	Evac.	MP	Other						
				Walk	Amb.	Truck	Train	Other	Sitting	Lying				
Wound <input type="checkbox"/> Gas <input type="checkbox"/> Sick <input type="checkbox"/> Injury <input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Chart No. 132

Individual Equipment. 1 Station Log, MD Form 86e, or mimeographed reproduction thereof.

Procedure. Conference and practical exercises.

1. Discuss:

- a. By whom maintained: aid stations, collecting stations, clearing stations, mobile hospitals.
 - b. How prepared: spaces self-explanatory; name and serial number should be entered by hand imprinting machine.
 - c. Disposition: as directed by higher surgeon.
2. Practical exercise: have each student fill in blank form from situation. Discuss solutions and errors.

FIELD MEDICAL RECORDS

(Review and Oral Quiz)

Seventh Period: One Hour

Place. Classroom.

Text References. All previous text references.

Instructional Aids.

Equipment. All previously used charts and blank forms.

Procedure. Review all previous hours on Field Medical Records by oral quiz of students; explain further any points on which students are not clear. Answer questions.

EMERGENCY MEDICAL TREATMENT

(Bandaging and Dressing, Splints and Splinting)

Purpose and Scope. One of the most important of the many duties of the medical soldier is to render emergency medical treatment. In time of war it becomes his most important duty. To insure the quick and efficient performance of this duty the medical soldier must be taught so thoroughly to meet any medical emergency likely to occur in field medical service that he possesses confidence born of knowledge and practice. It is the purpose of this course to provide a plan to make certain the accomplishment of that goal.

The scope of instruction includes the following subjects: wounds (principally "open" wounds, including all types of burns, their complications and emergency treatment — dressings and bandages), sprains, dislocations, fractures, traumatic shock, unconsciousness and allied states (fainting, heat exhaustion, head injuries, apoplexy, coma acute alcoholism, hysteria, fits and asphyxia), poisoning (by bites, stings and ingestion), foreign bodies, frostbite and abdominal pain.

Actual Time Allotted. 76 hours.

Text References. FM 8-50, 21-11, 21-100; TM 8-210, 8-220; TF 8-33, 8-150; FS 8-26 through 8-28; FS 8-30 and 8-31; FS 8-35 through 8-37, 8-50 and 8-51.

Methods of Instruction. Conference and Demonstration.

Standards of Proficiency. Upon the completion of this course the medical department soldier should be able to render emergency medical treatment to:

1. Open wounds of all types.
 - a. Prevent infection.
 - b. Control hemorrhage.
 - c. Apply dressings and bandages of all types used in field medical service.
2. Sprains, dislocations and fractures of all types.
 - a. Splinting.
 - b. Handling.
3. Traumatic shock.
4. Unconscious or semiconscious conditions (fainting, heat exhaustion, head injuries, apoplexy, hysteria, fits, acute alcoholism, coma, and asphyxia).
5. Poisoning (bites, stings and commonly ingested poison).
6. Foreign bodies.
7. Frostbite.
8. Abdominal pain.

EMERGENCY MEDICAL TREATMENT

(Introduction)

First Period: One Hour

Place. Classroom.

Text References. TM 8-220, Chap. 3, Sec. IV; FM 21-11; FM 21-100, Chap. 14, Sec. II.

Instructional Aids.

Equipment. Use Chart No. 26, Subject No. 7; Blackboard.

Procedure. Conference.

1. Discuss importance of emergency medical treatment.
2. Enumerate various medical emergencies which may be encountered.
 - a. Wounds and their complications.
 - (1) Hemorrhage. (2) Infection. (3) Shock (see f.).
 - b. Burns.
 - c. Sprains.
 - d. Dislocation.
 - e. Fractures.
 - f. Traumatic shock.
 - g. Unconsciousness and allied conditions.
 - (1) Fainting.
 - (2) Heat stroke or heat exhaustion.
 - (3) Due to head injuries or apoplexy.
 - (4) Convulsions, fits and hysteria.
 - (5) Coma—i.e., diabetic, uremic, etc.
 - (6) Asphyxia.
 - h. Poisoning (by bites, sting or ingestion of poisons).
 - i. Foreign bodies.
 - j. Frostbite.
 - k. Abdominal pain.
3. Discuss management of a medical emergency.
 - a. By the soldier (of any branch).
 - b. By the medical soldier.
 - c. By the medical officer.
 - d. Equipment to be used.
 - (1) Government issue medical equipment. (In kits, chests, etc.).
 - (2) Improvised devices. (Splints, litters, dressings, etc.).
 - e. First-aid rules.

EMERGENCY MEDICAL TREATMENT

(Wounds) *

Second Period: One Hour**Place.** Classroom.**Text References.** TM 8-220, Chap. 3, Sec. IV; TM 8-210, Sec. II.**Instructional Aids.**

Equipment. Blackboard, mouldages of various types of wounds. Prepared card index questions of first and second period.

Procedure. Conference.

1. Define: wounds.
2. Classify and discuss the various kinds of wounds.
3. Complications of wounds.
 - a. Infection.
 - b. Hemorrhage.
 - c. Shock.

Note. Refer to the complications only in a general way, since each complication will be covered in detail during subsequent hours.

4. Review of periods one and two by oral or card quiz.

*Wounds other than the "open" type should be mentioned for sake of thoroughness.

Treatment of chemical warfare wounds will be considered under a subject with that heading.

EMERGENCY MEDICAL TREATMENT

(Wound Infections)

Third Period: One Hour**Place.** Classroom.**Text References.** TM 8-220, Chap. 3, Sec. IV and any approved text.**Instructional Aids.****Equipment.** Use Chart No. 132a.**Procedure.** Conference.

1. Define infections.
2. Discuss infections.
 - a. Cause—bacteria.
 - (1) Define and describe bacteria.
 - (2) Demonstrate important pathogenic bacteria found in wounds (charts and pictures). Staphylococci, Streptococci, Tetanus bacilli, Gas gangrene bacilli (clostridium welchii), etc.
 - (3) Discuss methods of transmission.

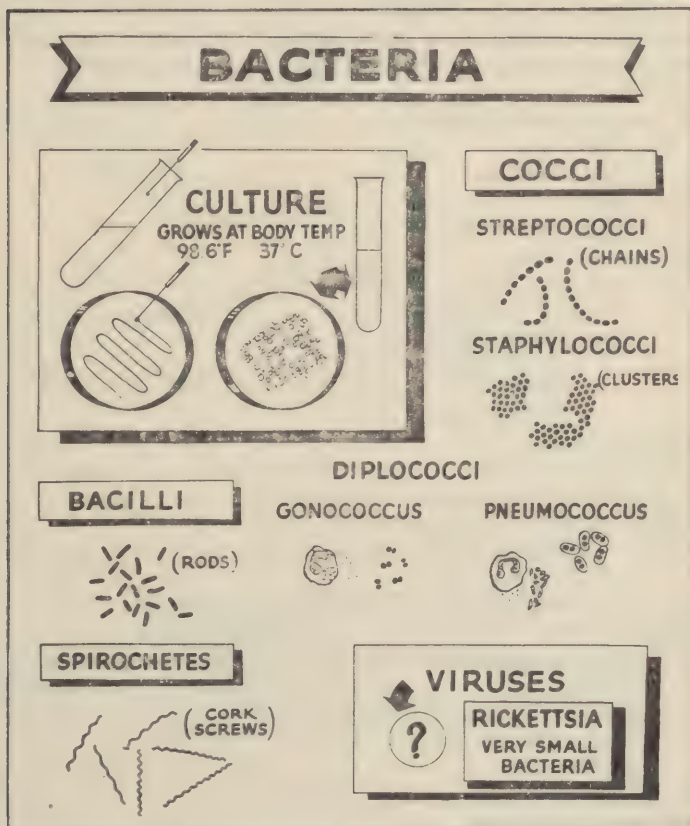


Chart No. 132a

b. Characteristics.

- (1) Discuss signs and symptoms.
- (2) Demonstrate with pictures if opaque projector is available.

c. Prevention.

- (1) Define: sepsis, antisepsis, sterilization and disinfection.
- (2) Discuss methods of preventing infections of wounds.

EMERGENCY MEDICAL TREATMENT

(Hemorrhage)

Fourth Period: One Hour**Place.** Classroom.**Text References.** FM 21-11, Sec. II, Par. 8; TM 8-220, Chap. 3, Sec. IV, Par. 143 a, b, and c.**Instructional Aids.****Personnel.** One enlisted man as demonstrator. One assistant instructor for each eight men in class.**Equipment.** Use Chart No. 27, Subject No. 7 and Chart No. 133; One First Aid Packet, Instructional Type for demonstration for each man in class; Chart, anatomical, Item No. 77490, M.D. Sup. Cat.**Individual Equipment.** Kits, medical private, containing tourniquet.**Procedure.** Conference, Demonstration and Group Performance.**1. Conference.****a. Discuss hemorrhage.****(1) Varieties:**

- (a) Arterial.
- (b) Venous.
- (c) Capillary.

(2) Control by:

- (a) Elevation of wounded part.
- (b) Direct pressure.
- (c) Tourniquet.
 - (1) Indications.
 - (2) Sites.
 - (3) Dangers.

2. Demonstration.**a. Control of hemorrhage by direct pressure.****b. Control of hemorrhage by elevation.****c. Control of hemorrhage by tourniquet.**

- (1) Application of tourniquet for hemorrhage of arms or hand, thigh, leg or foot.
- (2) Various varieties of improvised tourniquet.

3. Practice Exercise. Procedure—Group performance.**a. Application of elevation for control of hemorrhage.****b. Application of direct pressure for control of hemorrhage.****c. Application of tourniquet for hemorrhage of:**

- | | |
|-----------------------|------------------|
| (1) Forearm and hand. | (3) Thigh. |
| (2) Arm. | (4) Leg or foot. |

d. Application of improvised tourniquets.**4. Review by oral quiz.**

CONTROL.....OF.....HEMORRAGE.....

LEVEL OF HEART

1.ELEVATION ABOVE HEART

2.DIRECT PRESSURE ON WOUND

3.TOURNIQUET

Chart No. 133

EMERGENCY MEDICAL TREATMENT

(Dressings)

Place. Classroom.**Fifth Period: Two Hours****Text References.** TM 8-220, Chap. 3, Sec. I, Par. 119 and Sec. II, Par. 129;
FM 21-11, Sec. II and Sec. XII.**Instructional Aids.****Personnel.** One demonstrator and one assistant demonstrator. At least one assistant instructor per eight men in class.**Equipment.** Use Charts No. 30 and 31, Subject No. 7.

One per squad.

Item No. 20130—Cotton, absorbent, compressed.

" " 20240—Gauze, plain, sterilized.

" " 92070—Gauze, plain, sublimated.

" " 20300—Packet, first aid, Carlisle model.

" " 92100—Sponge gauze.

" " 92090—Sponge cotton.

One per every pair of men.

Item No. 20310—Packet, first aid, instructional.

" " 20317—Packet, individual dressing.

" " 92060—Dressing, first aid, small.

" " 92050—Dressing, first aid, large.

Morphine tartrate syrettes, blackboard, moulages.

Procedure. Conference, Demonstration and Application.**1. Conference.****a. Discuss:**

(1) Purpose of dressings.

(2) Types of dressings.

(a) Compresses in
general.

(d) Wet.

(e) Dry.

(b) Aseptic.

(f) Various types of first aid
dressings (small, large, etc.)

(c) Antiseptic.

(3) Emergency treatment of wounds in the field and in the aid
station.

(a) To soft tissue wounds—i.e. of the extremities.

(b) To wounds requiring special attention—i.e., those ex-
tending into the chest, abdomen or involving the jaws,
mouth or face.(c) Relief of pain by morphine tartrate syrettes. Explain
and demonstrate. Point out the necessity of pushing the
stylet downward to break the seal, before removing the
stylet.**2. Demonstration—**Demonstrate and discuss the application of each
type of dressing and packet to the various types of wounds.**3. Practical Exercise.** Procedure—Group performance and Coach and
Pupil. Use moulages if available.**a.** Have every student apply each type of first aid dressing by group
performance method.**b.** Have assistant instructors designate sites of the various types of
wounds discussed above and have men dress them using Coach
and Pupil method. The instructors should closely supervise the
procedure, stressing points brought out in the conference.

EMERGENCY MEDICAL TREATMENT

(Bandages)

Sixth Period: One Hour**Place.** Classroom.**Text References.** TM 8-220, Chap. 3, Sec. II; FM 8-50, Sec. IV; TF 8-33, First Aid (running time 33 minutes).**Instructional Aids.****Personnel.** One demonstrator and one assistant demonstrator. At least one assistant instructor per eight men in class.**Equipment.** One 2-inch roller bandage for demonstration. Blackboard.**Individual Equipment.** One 2-inch roller bandage per man in class.**Procedure.** Conference, Demonstration and Group Performance.

1. Conference.
 - a. Discuss (briefly):
 - (1) Purposes of bandages.
 - (2) Types of bandages.
 - (3) General rules of bandaging.
 - b. Describe the circular bandage and point out parts of the body where it may be used.
2. Demonstration. Demonstrate slowly and with precision the application of the circular bandage.
3. Practical Exercise. Using group performance method have each member of class apply circular bandage to the arm and to the head. Have men work in pairs and alternate as patient.

EMERGENCY MEDICAL TREATMENT

(Spiral, Oblique and Recurrent Bandages)

Seventh Period: One Hour**Place.** Classroom or squadroom.**Text References.** Sec. IV, FM 8-50; Sec. II, Chap. 3, TM 8-220.**Instructional Aids.****Personnel.** One demonstrator and one assistant demonstrator. One assistant instructor per eight men in class.**Equipment.** Three 2" roller bandages for each enlisted man.**Individual Equipment.** One 2" roller bandage for each enlisted man.**Procedure.** Conference, Demonstration and Practical Exercise.

1. Conference.
 - a. Brief description of the:
 - (1) Spiral bandage.
 - (2) Oblique bandage.
 - (3) Recurrent bandage.
 - b. Point out the parts of the body for which they may be used.
2. Demonstration. Demonstrate slowly and with precision a method of applying these bandages.
3. Practical Exercise. Procedure—Use coach-and-pupil method in application of spiral, oblique and recurrent bandages to the arm, chest and abdomen.

EMERGENCY MEDICAL TREATMENT

(Proficiency Test)

Eighth Period: Two Hours**Place.** Classroom.**Text References.** Same as for fifth, sixth and seventh periods.**Instructional Aids.****Personnel.** At least one assistant instructor per ten men in class.**Equipment.** Same as for fifth, sixth and seventh periods. Prepared card index questions on fifth, sixth and seventh periods.**Individual Equipment.** Same as for fifth, sixth and seventh periods.**Procedure.** Examination.

1. Review by an oral or card quiz the material presented in the fifth, sixth and seventh periods.
2. Proficiency test. Assign each man of a pair at least one of each of the types of dressings and bandages covered during the fifth, sixth and seventh periods. When completed each bandage should be inspected and approved before proceeding with the next. The proficiency rating of each man should be recorded and additional training should be given to those men who do not meet the training standard.

EMERGENCY MEDICAL TREATMENT

(Figure-of-eight Bandage)

Ninth Period: One Hour**Place.** Classroom.**Text References.** Sec. IV, FM 8-50; Sec. II, Chap. 3, TM 8-220.**Instructional Aids.****Personnel.** One demonstrator and one assistant demonstrator. At least one assistant instructor per eight men in class.**Equipment.** One 2" roller bandage for demonstration purposes.**Individual Equipment.** One 2" roller bandage for each enlisted man.**Procedure.** Conference, Demonstration and Practical Exercise.

1. Conference. Figure-of-eight bandage.
 - a. Description.
 - b. Uses.
 - c. Parts of the body for which they may be used.
2. Demonstration. Demonstrate slowly and with precision, a method of applying the bandage to the--
 - a. Elbow.
 - b. Knee.
 - c. Ankle.
 - d. Hand and wrist.
3. Practical Exercise. Procedure—Use Group Performance method in application of the figure-of-eight bandage to the hand, wrist, forearm, and elbow. All men should be proficient in the application of each bandage before proceeding with the next. Have men work in pairs and alternate as patient.

EMERGENCY MEDICAL TREATMENT**(Spiral Reverse Bandage of Arm and Complete Bandage of Hand)****Tenth Period: One Hour****Place.** Classroom.**Text References.** Sec. IV, FM 8-50; Sec. II, Chap. 3, TM 8-220.**Instructional Aids.****Personnel.** One demonstrator and one assistant demonstrator. At least one assistant instructor per eight men in class.**Equipment.** Two 2" roller bandages for demonstration purposes.**Individual Equipment.** One 2" roller bandage for each enlisted man.**Procedure.** Conference, Demonstration and Practical Exercise.

1. Conference. Spiral reverse bandage and complete bandage of hand.
 - a. Description of each.
 - b. Uses.
 - c. Parts of the body for which they may be used.
2. Demonstration. The spiral reverse bandage of the arm and the complete bandage of the hand.
3. Practical Exercise. Procedure—Use coach-and-pupil method in application of spiral reverse bandage to forearm, and complete bandage of hand. Have men work in pairs and alternate as patient.
4. Review. If time available, review figure-of-eight bandage by coach and pupil method.

EMERGENCY MEDICAL TREATMENT**(Demigauntlet and Gauntlet Bandage)****Eleventh Period: One Hour****Place.** Classroom.**Text References.** Sec. IV, FM 8-50; Sec. II, Chap. 3, TM 8-220.**Instructional Aids.****Personnel.** One demonstrator and one assistant demonstrator. One assistant instructor per eight men in class.**Equipment.** Two 2" roller bandages for demonstration purposes.**Individual Equipment.** One 2" roller bandage for each enlisted man.**Procedure.** Conference, Demonstration and Practical Exercise.

1. Conference. Demigauntlet and gauntlet bandage.
 - a. Description of each.
 - b. Parts of the body for which they may be used.
2. Demonstration. Demonstrate the demigauntlet and gauntlet bandage of the hand and fingers.
3. Practical Exercise. Using the Group Performance method have men apply the demigauntlet and gauntlet bandages to the hand and fingers. Have men work in pairs and alternate as patient.
4. Review by coach and pupil method, if time available:
 - a. Circular bandage.
 - b. Spiral bandage.
 - c. Oblique bandage.
 - d. Recurrent bandage.
 - e. Figure-of-eight bandage.

EMERGENCY MEDICAL TREATMENT

(Proficiency Test)

Twelfth Period: Two Hours**Place.** Classroom.**Text References.** Same as for ninth, tenth and eleventh periods.**Instructional Aids.****Personnel.** At least one assistant instructor per eight men in class.**Equipment.** Same as for ninth, tenth and eleventh periods.**Individual Equipment.** Same as for ninth, tenth and eleventh periods.**Procedure.** Proficiency Test.

Assign each man of a pair at least one anatomical site to apply each type of bandage taught during the ninth, tenth and eleventh periods. Where possible, the anatomical sites assigned should differ for each member of a pair. When completed each bandage should be inspected and approved before proceeding with the next. The proficiency rating of each man should be recorded and additional training should be given to those men who do not meet the training standard.

EMERGENCY MEDICAL TREATMENT

(Spica Bandages)

Thirteenth Period: Two Hours**Place.** Classroom.**Text References.** Sec. IV, FM 8-50; Sec. II, Chap. 3, TM 8-220.**Instructional Aids.****Personnel.** One demonstrator and one assistant demonstrator. One assistant instructor per eight men in class.**Equipment.** Four 2" roller bandages for demonstration purposes.**Individual Equipment.** One 2" roller bandage for each enlisted man.**Procedure.** Conference, Demonstration and Practical Exercise.

1. Conference. Spica bandage.
 - a. Description.
 - b. Use of the various spica bandages.
 - c. Parts of the body for which they may be used.
2. Demonstration. Spica bandage of—
 - a. Right shoulder (ascending).
 - b. Lower extremity.
 - c. Groin (ascending).
 - d. Foot.
3. Practical Exercise. Using the Group Performance method have men apply the spica bandage of:
 - a. Right shoulder (ascending).
 - b. Groin (ascending).
 - c. Foot.

EMERGENCY MEDICAL TREATMENT

(Velpeau Bandage and Sayre's Dressing)

Fourteenth Period: One Hour**Place.** Classroom.**Text References.** Sec. IV, FM 8-50; Sec. II, Chap. 3, TM 8-220.

Instructional Aids.

Personnel. One demonstrator and one assistant demonstrator. At least one assistant instructor per eight men in class.

Equipment. For demonstration purposes: one 3" roller bandage; a piece of sheet wadding; one roll 3" adhesive plaster; one 4" roll flannel bandage.

Individual Equipment. One 3" roller bandage and a piece of sheet wadding for each enlisted man. One roll 3" adhesive plaster; one 4" flannel bandage. (Use same material over and over again).

Procedure. Conference, Demonstration and Practical Exercise.

1. Conference. Velpeau bandage.

a. Description.

b. Use of the Velpeau bandage in—

(1) Fixation of the arm.

(2) Treatment of the fractured clavicle.

(3) Treatment of dislocated shoulder joint.

2. Demonstration. Velpeau bandage of right shoulder, step by step.

3. Practical Exercise. Using the Group Performance method have men apply the Velpeau bandage to the right shoulder.

4. Demonstrate and explain Sayre's Dressing—compare Velpeau Bandage and Sayre's dressing in their use.

EMERGENCY MEDICAL TREATMENT

(Barton Bandage; Recurrent Bandage of Head;
Cross Bandage of One Eye and of Both Eyes)

Fifteenth Period: One Hour

Place. Classroom.

Text References. Sec. IV, FM 8-50; Sec. II, Chap. 3, TM 8-220.

Instructional Aids.

Personnel. One demonstrator and one assistant demonstrator. At least one assistant instructor per eight men in class.

Equipment. For demonstration purpose: four 2" bandages; one safety pin.

Individual Equipment. One 2" bandage and one safety pin for each enlisted man.

Procedure. Conference, Demonstration and Practical Exercise.

1. Conference. Briefly describe and discuss the use of the following bandages:

a. Barton bandage.

b. Recurrent bandage of head.

c. Crossed bandage of one eye.

d. Crossed bandage of both eyes.

2. Demonstration. Demonstrate each of the above bandages.

3. Practical Exercise. Using the Group Performance method, have men apply:

a. Barton bandage.

b. Recurrent bandage to the head.

c. Crossed bandage to the eye.

EMERGENCY MEDICAL TREATMENT

(Proficiency Test)

Sixteenth Period: Two Hours

Place. Classroom.

Text References. Same as those for the thirteenth, fourteenth and fifteenth periods.

Instructional Aids.

Personnel. At least one assistant instructor per eight men in class.

Equipment. Same as that for the thirteenth, fourteenth and fifteenth periods.

Individual Equipment. Same as that for the thirteenth, fourteenth and fifteenth periods.

Procedure. Proficiency Test.

Assign each man of a pair at least one of each type of bandage covered during the thirteenth, fourteenth and fifteenth periods. When completed each bandage should be inspected and approved before proceeding with the next. The proficiency rating of each man should be recorded and additional training should be given to those men who do not meet the training standard.

EMERGENCY MEDICAL TREATMENT

(T-Bandage and Tailed Bandage)

Seventeenth Period: One Hour

Place. Classroom.

Text References. Sec. IV, FM 8-50; Sec. II, Chap. 3, TM 8-220.

Instructional Aids.

Personnel. One demonstrator and one assistant demonstrator. One assistant instructor per eight men in class.

Equipment. For demonstration purposes: one 3" roller bandage; one piece of muslin 6" wide and 36" long; three safety pins.

Individual Equipment. One 3" roller bandage; one piece of muslin 6" wide and 36" long; and three safety pins, for each enlisted man.

Procedure. Conference, Demonstration and Practical Exercise.

1. Conference. Brief description of the T-bandage and tailed bandage. Discuss their use and point out parts of the body best suited for their application.
2. Demonstration.
 - a. T-bandage of the perineum.
 - b. Many-tailed bandage of the abdomen.
3. Practical Exercise. Using the Group Performance method have men apply:
 - a. T-bandage to the perineum.
 - b. Many-tailed bandage to the abdomen.

EMERGENCY MEDICAL TREATMENT

(Triangular Bandage)

Eighteenth Period: Two Hours**Place.** Classroom.**Text References.** Sec. IV, FM 8-50; Sec. II, Chap. 3, TM 8-220.**Instructional Aids.****Personnel.** One demonstrator and one assistant demonstrator. At least one assistant instructor per eight men in class.**Equipment.** One triangular bandage (Item 20120, M. D. Sup. Cat.) for demonstration purposes.**Individual Equipment.** One triangular bandage (Item 20120, M. D. Sup. Cat.) for each two enlisted men.**Procedure.** Conference, Demonstration and Practical Exercise.

1. Conference. Briefly describe the triangular bandage and its use. Point out the parts of the body best suited for its application.
2. Demonstration.
 - a. Demonstrate the following applications of the triangular bandage:
 - (1) Fronto-occipital triangle.
 - (2) Triangles of chest or back.
 - (3) Brachio-cervical triangles and arm slings.
 - (4) Triangle of hand.
 - b. Questions on material covered during the period.
3. Practical Exercises. Using the Group Performance method have men apply the following bandages:
 - a. Fronto-occipital triangle.
 - b. Triangle of chest.
 - c. Triangle of hand.
 - d. Brachio-cervical triangle and arm sling.

EMERGENCY MEDICAL TREATMENT

(Proficiency Test)

Nineteenth Period: One Hour**Place.** Classroom.**Text References.** Same as for seventeenth and eighteenth periods.**Instructional Aids.****Personnel.** At least one assistant instructor per eight men in class.**Equipment.** Same as for seventeenth and eighteenth periods.**Individual Equipment.** Same as that for the seventeenth and eighteenth periods.**Procedure.** Proficiency Test.

Assign each man at least one of each of the types of bandages taught in the seventeenth and eighteenth periods. When completed each bandage should be inspected and approved before proceeding with the next. The proficiency rating of each man should be recorded and additional training should be given to those men who do not meet the training standard.

EMERGENCY MEDICAL TREATMENT

(Burns)

Twentieth Period: Two Hours**Place.** Classroom.**Text References.** FM 21-11, Sec. V; TM 8-220, Par. 147.**Instructional Aids.****Personnel.** One assistant demonstrator and at least one assistant instructor per eight men in class.**Equipment.** Use Chart No. 134. Dressings and roller bandage. Boric acid ointment and other ointment or drugs recommended for application to burns. Morphine tartrate syrette. Canteen, water and saline tablets. Sulfanilamide tablets.**Individual Equipment.** Boric acid ointment, dressings and one 3" roller bandage, canteen and water for every two men.**Procedure.** Conference, Demonstration and Practical Exercise.**THERMAL BURNS**

- | | | |
|---------------|----------------|----------------|
| 1. Open Flame | 2. Steam | 3. Hot Liquids |
| 4. Hot Solids | 5. Electricity | 6. Sun Rays |

CLASSIFICATION

Mild

Severe

TREATMENT

First Aid

Sterile vaseline or boric acid ointment.
(If available.)

Firm sterile dressing.

Immobilize part.

Sulfadiazine by mouth.

EMERGENCY TREATMENT

Treat Shock

Plasma

Prevent Infection

Sulfadiazine by Mouth

Tetanus Toxoid

Gas Bacillus Antitoxin

Relieve Pain

Morphine

Reinforce Dressing (if necessary)

Chart No. 134

1. Conference and demonstration.**a. Discuss:**

- (1) Causes of burns.
 - (2) Classification of burns.
 - (3) Treatment of burns of all types. Stress the general rules. Only refer to the treatment of shock since it will be thoroughly covered during subsequent periods. Refer only to the treatment of burns due to chemical warfare agents since these will be covered in periods devoted to that subject.
 - (4) Treatment of combination of burns and traumatic wounds.
- b. Demonstrate the emergency treatment of burns of all types.**
- 2. Practical exercise.** By group performance method have each man actually apply treatment for the types of burns described above.

EMERGENCY MEDICAL TREATMENT**(Review and Examination)****Twenty-first Period: One Hour****Place.** Classroom.**Text References.** Same as for twentieth period.**Instructional Aids.****Equipment.** Blackboard. Prepared card index questions on burns.**Procedure.** Conference and Examination.

Review by oral or card quiz the subjects covered in the twentieth period (stressing the emergency medical treatment). Conduct this in the instructional manner—i.e., question followed by correct answer and, if necessary, brief clarifying comments to stress the important points.

EMERGENCY MEDICAL TREATMENT**(Examination)****Twenty-second Period: Four Hours****Place.** Classroom.**Text References.** All previous references on wounds, dressings and bandages.**Instructional Aids.****Personnel.** At least one assistant instructor per four men in class.**Equipment.** For demonstration purposes: one 2" and one 3" roller bandage; one roll 3" adhesive plaster; several small pieces of sheet wadding; one 4" flannel bandage; one piece of muslin 6" wide and 36" long; 3 safety pins. Blackboard.**Individual Equipment.** For each two enlisted men: one 2" and one 3" roller bandage; one roll 3" adhesive plaster; several small pieces of sheet wadding; one 4" flannel bandage; one piece of muslin 6" wide and 36" long; 3 safety pins.**Procedure.** Examination—Written and Practical.

1. Examination. Fifty minute written examination on the subjects covered in the second through the twenty-first periods. This examination should be of one, or a combination of one or more of the following objective types: true-false, multiple choice or best answer,

check lists, tabular form, single answer and completion, and matching and analogy types.

2. Discussion. The written examination should be followed by a review by discussion of the answers, which should be completed within a half hour.
3. Proficiency test. By working in pairs and alternating as patients have each man apply neatly and correctly each of the most important types of dressings and bandages to specifically named types of wounds on specific anatomical sites. Make this application as realistic as possible and stress the importance of speed, thoroughness and gentleness. A competitive spirit should be encouraged.

When completed each dressing and bandage should be inspected and approved before proceeding with the next. The proficiency rating of each man should be recorded and additional training should be given to those men who do not meet the training standard.

EMERGENCY MEDICAL TREATMENT

(Sprains and Dislocations)

Twenty-third Period: One Hour

Place. Classroom.

Text References. FM 21-11, Par. 28; TM 8-210, Sec. II; TM 8-220, Par. 150.

Instructional Aids.

Personnel. Demonstrator and assistant. At least one assistant instructor per eight men in class.

Equipment. Use Charts No. 114 and 117, Subject No. 30; Chart, anatomical, Item N. 77490, M.D. Sup. Cat.; any suitable charts or diagrams available; anatomical specimens of a joint from mess or slaughterhouse. Triangular bandages, roller bandages; coat; adhesive tape.

Procedure. Conference. Demonstration and Application.

1. Conference.

a. Define and discuss sprains.

(1) Most common anatomical sites.

(2) Signs and symptoms.

(3) Emergency treatment.

b. Define and discuss dislocations.

(1) Most common anatomical sites.

(2) Signs and symptoms.

(3) Emergency treatment.

Stress that when it is impossible to tell the difference between a sprain, dislocation and fracture, the emergency treatment given should be the same as for a fracture.

2. Demonstration. Demonstrate the emergency treatment of:

a. Sprains.

b. Dislocations.

(1) Dislocation of the hip.

(2) Dislocation of the shoulder.

Show how to support the shoulder with prepared slings and improvised slings such as a coat or shirt sleeve.

3. Practical application. Using the group performance method, have the men working in pairs give each other emergency treatment for sprains and dislocations. In the emergency treatment of a dislocation of the shoulder have them use both prepared and improvised slings. Correct all errors.

Note. Stress that the men should never attempt to reduce a dislocation.

EMERGENCY MEDICAL TREATMENT

(Fractures-Introductory)

Twenty-fourth Period: One Hour

Place. Classroom.

Text References. FM 21-11, Pars. 14 to 27 incl.; FM 8-50, Sec. II; TM 8-210, Sec. II; TM 8-220, Par 149.

Instructional Aids.

Equipment. Use Charts No. 34 and 35, Subject No. 7 and Chart No. 135. Chart, anatomical, Item No. 77490, M.D. Sup. Cat. One long bone with muscles attached to show a complete fracture. Bone of a young animal to show a green stick fracture.

Procedure. Conference and Demonstration.

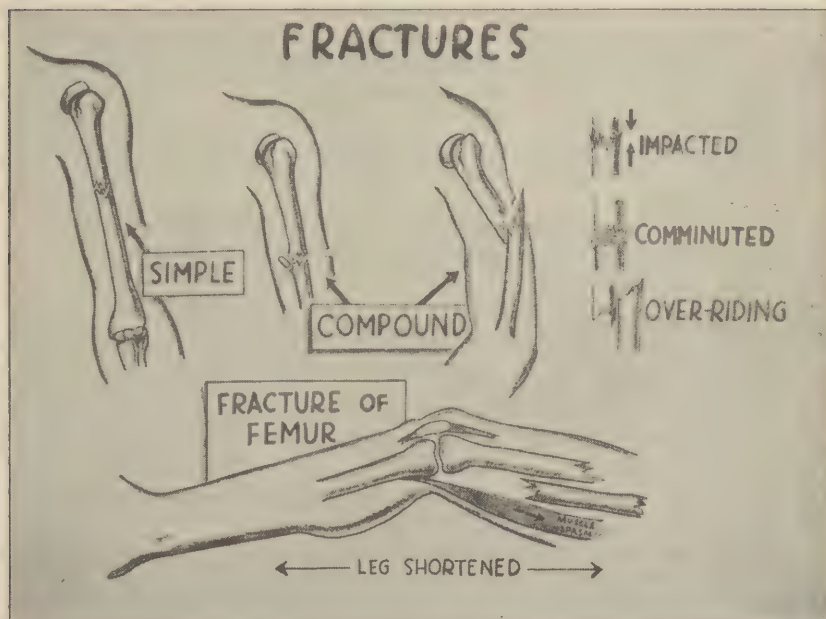


Chart No. 135

1. Conference. Define and discuss fractures.

a. Types.

- | | | |
|-----------------|------------------|-----------------|
| (1) Simple. | (4) Impacted. | (7) Incomplete. |
| (2) Compound. | (5) Over-riding. | (8) Greenstick. |
| (3) Comminuted. | (6) Complete. | |

b. Diagnosis.

- (1) Signs.
- (2) Symptoms.
- (3) Differentiation from sprains and dislocations.

c. Complications resulting from fractures.

2. Demonstration. Demonstrate as many types of fractures as possible. Use opaque projector if available.

EMERGENCY MEDICAL TREATMENT

(Principles of Emergency Treatment of Fractures)

Twenty-fifth Period: One Hour

Place. Classroom.

Text References. FM 21-11, Par. 14 to 27 incl.; FM 8-50, Sec. II; TM 8-210, Sec. II; TM 8-220, Par. 130 to 138 and 149.

Instructional Aids.

Personnel. Demonstrator and assistant.

Equipment. Use Chart No. 136 and Charts No. 27, 30, 31, 32, 33 and 35, Subject No. 7; Chart, anatomical, Item No. 77490, M.D. Sup. Cat. Dressings, bandages, tourniquet and iodine swab.

Procedure. Conference and Demonstration.

1. Conference.

a. Discuss the emergency treatment of the different types of fractures.

(1) Treatment of open wound in a compound fracture.

(a) Control of hemorrhage.

(b) Dressing.

(2) Relief of pain.

(5) Fixation.

(3) Immobilization.

(6) Care in handling.

(4) Traction.

(7) Stimulants.

b. Stress hyperextension in fractures of the spine. This can be accomplished by placing a coat or blanket under the small of the back.

c. Stress the policy of "splinting them where they lie," in all fractures.

2. Demonstration. Demonstrate the treatment of a compound fracture with hemorrhage.

Note. Encourage questions by the men and also ask questions during the hour that can be answered briefly in simple terms.

EMERGENCY MEDICAL TREATMENT

(Examination—Sprains, dislocations and fractures)

Twenty-sixth Period: One Hour**Place.** Classroom.**Text References.** FM 21-11, Par. 14 to 28, incl.; FM 8-50, Sec. II; TM 8-210, Sec. II; TM 8-220, Par. 130-138, incl. and Par. 149 and 150.**Instructional Aids.****Equipment.** Prepared questions for oral card index quiz (if to be used).**Procedure.** Examination.

Conduct the examination in the form of an oral quiz reviewing all the material covered on sprains, dislocations and fractures. The questions should be prepared beforehand. The card index system is a very good method. Keep the questions simple, conforming to the subject matter.

EMERGENCY MEDICAL TREATMENT

(Splinting—Introduction)

Twenty-seventh Period: One Hour**Place.** Classroom.**Text References.** FM 21-11, Par. 16-27, incl.; FM 8-50; TM 8-220, Par. 149.**Instructional Aids.****Personnel.** Demonstrator and assistant.

Equipment. Prepared splints such as the army leg splint, arm splint, wire ladder splint, and basswood splints; improvised material as shingles, pieces of board, sticks, branches, bayonet scabbard, rifle, piece of tin, wire mesh and two blankets; triangular bandage, coat, and roller bandages.

Procedure. Conference and Demonstration.

1. Conference. Discuss the different types of splints emphasizing that the purpose of splinting is to prevent movement of the bones involved, thus preventing further tissue damage and aggravation of pain.
 - a. Prepared splints. Those which are items of medical equipment for emergency treatment.
 - b. Improvised splints. Stress the common materials which are available to the soldier as shingles, pieces of board, sticks, branches, bayonet scabbards, rifles, pieces of tin, wire mesh, and blankets.
 - c. Slings. Discuss their use in fractures of the upper extremity and shoulder girdle.
 - d. Emphasize padding splints well and binding them securely in place at several points above and below the fracture. Emphasize the care to be taken that bandages are not so tightly bound that they stop the circulation of the blood; they must allow for swelling.
 - e. Discuss the signs that may be caused by too tight bandaging, as swelling, coldness, stiffness, blueness or numbness of a foot or hand. Emphasize that under these conditions the bandages which hold the splints should be loosened but not removed.

2. Demonstration. Demonstrate:

- a. Prepared splints. Demonstrate those which are an item of medical equipment for emergency treatment.
- b. Improvised splints. Demonstrate as many improvised splints as possible.
- c. Slings. Demonstrate the slings prepared from a triangular bandage and those improvised such as from a coat or shirt sleeve.

EMERGENCY MEDICAL TREATMENT

(Application of the Army Hinged, Half-ring, Thigh and Leg Splint)

Twenty-eighth Period: Three Hours

Place. Demonstration area—field, or other suitable area indoors or outdoors.

Text References. FM 8-50, Sec. III; TM 8-220, Ch. 3, Sec. III; FS 8-50.

Instructional Aids.

Personnel. One officer instructor, one or more noncommissioned officer assistant instructors and one or more demonstration teams of 4 men each. (Patient need not be trained).

Equipment. As listed in outline of demonstration. (See Fig. 3).

Procedure. Demonstration and Group Performance.

1. **PURPOSE.** a. To demonstrate the group performance method of instruction.

b. To demonstrate the approved method of applying the Army Hinged Half-Ring Thigh and Leg Splint.



Figure 1. Demonstration Team for Application of the Army Hinged Half-Ring Thigh and Leg Splint.

2. PREVIOUS TRAINING OF TROOPS (STUDENTS). The application of the Army Hinged Half-Ring Thigh and Leg Splint should be preceded by instruction which has begun with elementary anatomy and physiology and has progressed through elementary medical aid. This should be followed by instruction in the various kinds of fractures, their diagnosis and complications with special reference to shock. The importance of early splinting, precautions regarding splints and a demonstration of standard types of splints should be covered in the unit school. The instruction can then progress to the actual application of the Army Hinged Half-Ring Thigh and Leg Splint.



Figure 2. Equipment required for demonstration or application of the Army Leg Splint

3. PREPARATION. a. **Troops Required.** One officer, instructor in charge; one noncommissioned officer, assistant instructor; one demonstration team of 4 men for each group of 24 students or fraction thereof undergoing instruction. Each member of the demonstration team is placarded and designated as follows (See Figure 1):

- Number 1: The operator.
- 2: The first assistant.
- 3: The second assistant.
- 4: The patient.

b. **Uniform for Troops.** Field Uniform.

Note. The No. 4 man or "patient" in each demonstration team should wear an old pair of salvaged trousers which can be slit by the operator in the step "Dress Wound," so that the simulated wound (a spot on the anterior surface of the middle third of the left thigh marked with mercurochrome or iodine previous to the demonstration, can be prop-

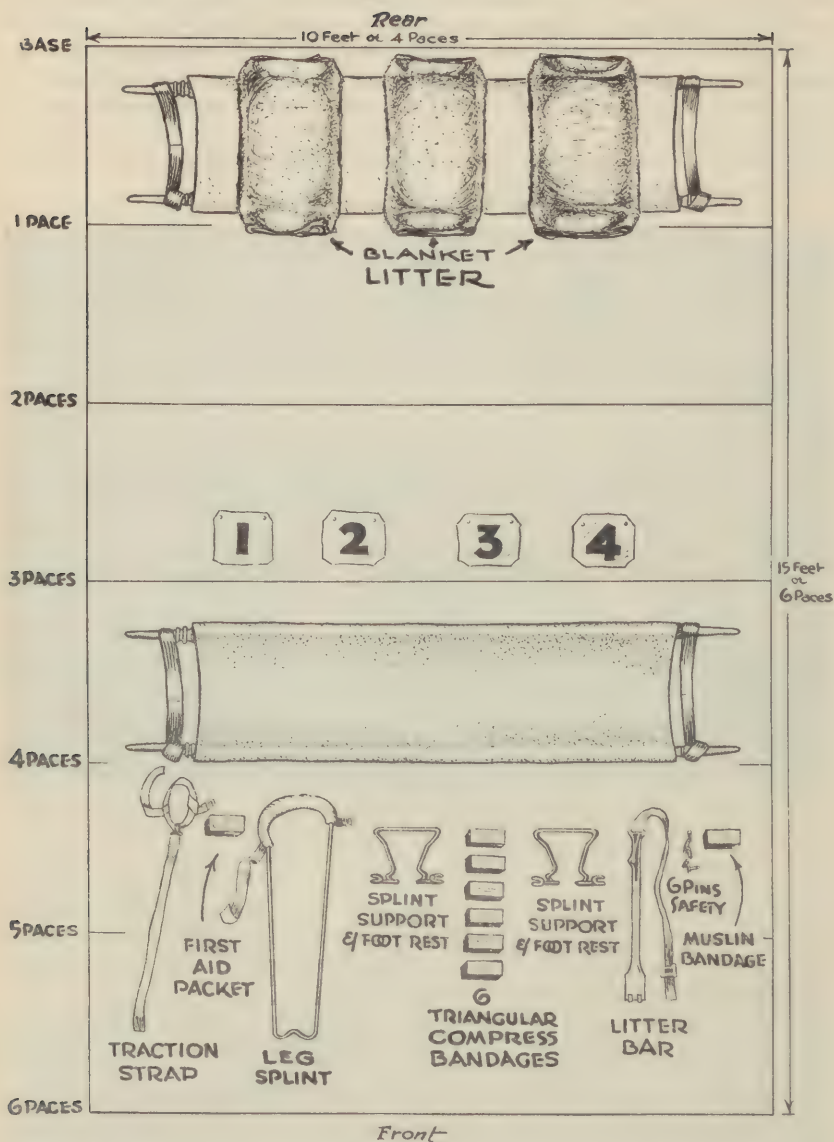


Figure 3. Diagram showing space and equipment required for each team of demonstrators or students. The positions of the team members and of the equipment at beginning of introduction to application, is indicated.

erly inspected and dressed. (Putting the dressing over the trousers might give the wrong impression of medical aid technique to newly-trained troops)

c. **Equipment Required.** The equipment required for each demonstration team is as follows (See Figures 2 and 3):

- (1) One litter, complete with slings, Item 78440 (or one of any any other type of litter available).
- (2) Three blankets, O.D. wool, 90 by 66 inches, Item 99090.
- (3) One Splint, Army Leg, Half-Ring, Hinged, Item 37500.
- (4) Two Splint support and footrest, Item 37515.
- (5) One Packet, first aid, for instruction, Item 20310.
- (6) One Bandage, muslin, 3 inch, Item 20080.
- (7) One Splint strap adjustable, traction, Item 37455.
- (8) Six Bandages, triangular, compressed, Item 92040.
- (9) Six pins, safety, large, Item 78770.
- (10) One Litter bar, complete, Item 37439.

d. **Instructional Aids.** One large chart showing steps of application for the Army Hinged Half-Ring Thigh and Leg Splint (See Figure 4). Four oil cloth placards, numbered 1, 2, 3, 4, respectively, for each demonstration team used (See Figure 1).

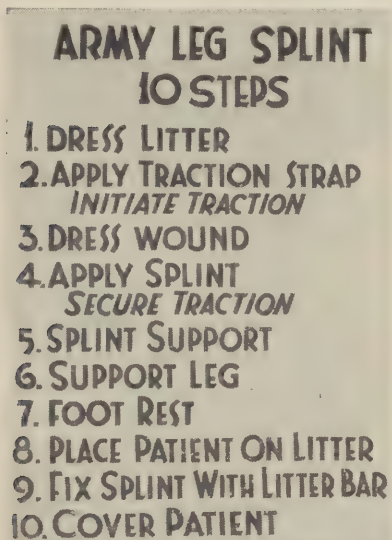


Figure 4. Chart showing steps in application of Army Hinged Half-Ring Thigh and Leg Splint.

Note. The salvaged trousers worn by the demonstration team "patient" and the mercurochrome or iodine spot painted on his left leg to simulate the wound are properly classed as "instructional aids." (See Paragraph 4 b.).

4. **PROCEDURE.** a. The group performance method of instruction is particularly useful in teaching certain basic and technical subjects. The number of students that can be instructed at one time is limited only by their ability to hear the instructor and see the demonstrators. A large number of students should always be divided into small groups, the number of groups depending upon the number of trained demonstrators available. The smaller the individual group the more effective will be the training. If the individual

groups be large and cannot clearly see the actions of the demonstrators, they should be permitted to leave their positions at the litter and form around the demonstrators in such a manner as will allow all to see equally well.

A very definite order is observed in using the group method of instruction. First, a procedure or operation is broken down into its logical

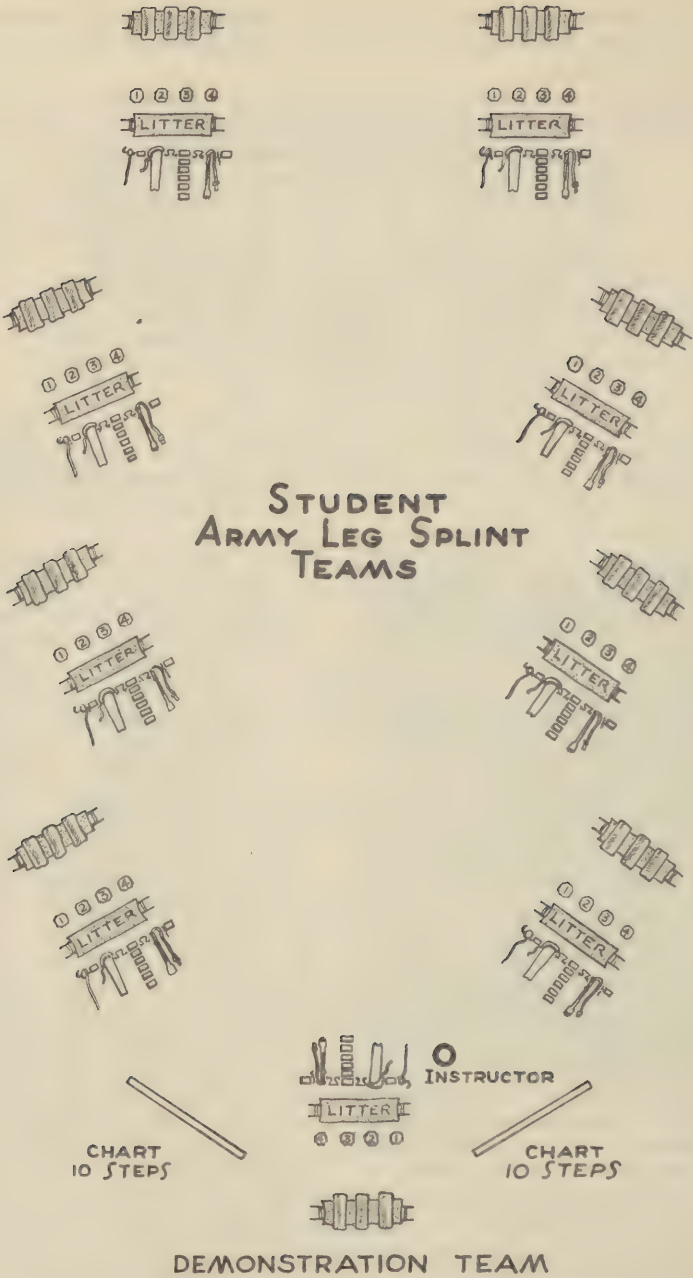


Figure 5. Suggested arrangement for group performance method of instruction.

steps. Then the instructor explains the first step (EXPLANATION). Secondly, the demonstration team demonstrates the first step (DEMONSTRATION). Third, the students imitate the first step (IMITATION). Fourth, the instructor and his assistants correct the errors, if any, made by the students in imitating the first step (CORRECTION OF ERRORS). The instructor then explains the second step and the demonstration team demonstrates it, etc. Each of the steps of the operation is handled consecutively and similarly by the four phases of the group method: (1) EXPLANATION, (2) DEMONSTRATION, (3) IMITATION, and (4) CORRECTION OF ERRORS, until the entire operation has been completed.

b. Before the arrival of the group to be instructed the required number of litters, blankets and sets of equipment should be opened and arranged as shown in Figure 5. The equipment listed in paragraph 3 c is placed in proper position for the demonstration team and for each team of students (See Figure 3).

c. The demonstration team marches to its litter at the head of the group of litters. They check their equipment.

d. The demonstration team is formed for instruction as per Figure 1. The men are numbered 1, 2, 3, 4, from right to left.

e. The officer instructor in charge directs the formation of the class. The students as assigned to their positions, 4 students to each litter.

f. The students in groups of four take their positions at their respective litters facing the demonstration team. The instructor has the demonstration team count off after which the student teams count off. The student teams check their respective equipment.

(In subsequent periods of instruction, the students should be rotated through the four positions).

g. Introduction to Step-by-Step Application of Army Leg Splint. The officer instructor introduces the period of instruction by explaining that the subject is the application of the Army Hinged Half-Ring Thigh and Leg Splint. He enumerates its uses and explains that, for instructional purposes only, the entire operation has been broken down into simple steps and that on the battle field the splint would be applied without any perceptible adherence to a strict step-by-step technique, although the general sequence of actions would be essentially the same. He explains the way in which the step-by-step method works and he instructs the students as follows: To stand at parade rest while he explains each step. He states that he will then call the demonstrators to attention and order them to proceed, at which time they will demonstrate the step. He will then call the class to attention and order them to proceed with the imitation (application), each student of each team doing the respective job assigned to him in the explanation of the step. When finished with a step, each student will return to his former position and stand at parade rest, unless ordered otherwise. At this point the instructor and his assistant will correct any errors.

He sets the stage for the ensuing action by explaining that the ideal treatment for fractures of the thigh and leg is to "Splint them where they lie." This, however, is not always practicable and the Army Leg Splint is usually not applied in areas forward of the battalion aid station. In transporting the patient to the aid station the two legs may be tied together to aid in the immobilization of the fracture.

At this time the instructor explains that the "patient" is assumed to have suffered a compound fracture of the middle third of the left femur and has been brought to the aid station on the undressed litter. He instructs the number four man of each team to lie on his back on the litter in front of his team with his feet toward the number one man. The "patient's" left trouser leg is slit at the seam so that the thigh is exposed, making visible the mercurochrome or iodine mark previously placed there to simulate the flesh wound.

h. The instructor then proceeds with the application of the Army Leg Splint, using the following 10 steps (See Figure 4, Chart):

- (1) Dress litter.
- (2) Apply Traction Strap; initiate traction.
- (3) Dress wound.
- (4) Apply splint; secure traction strap.
- (5) Splint support.
- (6) Support leg.
- (7) Foot rest.
- (8) Place patient on dressed litter.
- (9) Fix splint with litter bar.
- (10) Cover patient.

STEP NO. 1. DRESS LITTER (See Figure 6).

The litter is dressed by the No. 2 and No. 3 men. A litter is said to be "dressed" when the blankets have been arranged on it as follows: The first blanket is placed on the litter lengthwise so that one edge corresponds with the outer (or far) pole of the litter and its upper edge is even with the head of the canvas. It is then folded back upon itself once so that the



Figure 6. Step No. 1, Dress Litter. Numbers 2 and 3 Completing the Dressing of the Litter.

folded edge is along the inside pole of the litter and the overhanging edge overhangs the outside pole of the litter. The second blanket is placed lengthwise on the first so that one edge corresponds with the inner pole of the litter and its upper edge is again even with the head of the canvas. It is folded back upon itself once in the same manner as the first. (The folded edge being along the outside pole the overhanging edge overhangs the inside pole of the litter. The free edges of each of these blankets hang over opposite sides of the litter and there should be four thicknesses of blankets on the litter). The third blanket is folded to form a pillow for the patient, if the latter is not in shock, and is used as a pillow until the last step.



Figure 7. Step No. 2: Part I, Showing traction strap in place.

STEP NO. 2 APPLY TRACTION STRAP. INITIATE TRACTION. (See Figures 7, 8, and 9).

Part I. (The instructor or the No. 2 man of the demonstration team, holding up a traction strap, identifies its parts: (1) The loop, (2) The retention strap and buckle, (3) The extension strap and swivel). The No. 2 man then applies the adjustable traction strap to the foot of the injured limb without moving the foot and without removing the shoe. The loop is slipped over the toes and the forward half of the foot encircling it at the instep in such a way that the swivel is under the foot just in front of the shoe heel and the buckle rests at one side of the ankle. The retention strap is passed back of the ankle and secured in the buckle.



Figure 8. Step No. 2: Part II, Placing right hand through splint.

Part II. (The instructor or the No. 1 man of the demonstration team holds up the Army Hinged Half-Ring Thigh and Leg Splint and identifies the following parts: (1) The short inner rod, the long outer rod and the notched distal end; (2) The padded half-ring and the hinges; (3) The anterior web strap and its buckle). The No. 1 man takes the Army leg



Figure 9. Step No. 2: Part II, Traction Initiated.

splint and adjusts it, placing the half-ring at a right angle to the rods of the splint so that when applied the short rod of the splint will be on the inner side of the leg and the concavity of the ring will be directed upward. In order to effect this, he places the splint alongside the injured leg, with the half-ring near the hip, the shorter rod down and the concavity of the half-ring directed toward the injured leg. (The No. 2 man then initiates traction as follows: Having applied the traction strap to the foot of the injured leg, he kneels at the feet of the patient, facing the patient, and the No. 3 man kneels at the side of the patient). (If it is the left leg that is injured). The No. 2 man then places his right hand between the rods of the leg splint and grasps the heel. He grasps the toe with his left hand and, keeping his arms straight at the elbows, exerts a steady pull to produce the necessary traction. (If the right leg is injured, the No. 2 man would place his left hand through the splint and grasp the heel. He would grasp the toe with his right hand). This manual traction must be continued even after the traction strap has been secured to the end of the leg splint until NO. 6 is completed. Then No. 3 man slides his hands under the calf and thigh of the injured leg to support it until the supporting bandages have been applied in STEP NO. 6.

STEP NO. 3 DRESS WOUND. (See Figure 10).



Figure 10. Step No. 3: Dressing the Wound.

(The instructor, or the No. 1 man of the demonstration team, holding up a First Aid Packet, instructional type, identifies it as the dressing which will be used in this step). While the No. 2 man continues manual traction and the No. 3 man supports the injured leg, the No. 1 man inspects the wound and applies an occlusive sterile dressing. No. 2 and No. 3 men cautiously raise the injured leg high enough to allow the No. 1 man to apply the dressing and inspect and dress any wound on the under surface of the leg. (The instructor explains that the trousers of the "Patients" in the student group will not be cut, but that for the purpose of saving time and damage to the "Patients'" trousers the dressing will be applied **over** the trouser leg. He cautions that this should, however, **never** be done in the case of an actual injury).



Figure 11. Step No. 4: Rolling the Army Leg Splint into Position.



Figure 12. Step No. 4: Securing the Splint in Place with the Anterior Web Strap.



Figure 13. Step No. 4: Securing Traction Strap.

STEP NO. 4. APPLY SPLINT AND SECURE TRACTION STRAP. (See Figures 11, 12 and 13).

While traction is maintained by No. 2 and the leg and thigh are supported by No. 3, the No. 1 man applies the Army Leg Splint to the injured leg by rolling it under the leg and thigh from without inward, the short rod to the inner side. The half-ring, with the concavity directed upward, is pushed firmly against the buttock (tuberosity of the ischium) in order to effect counter-traction. (The operator is careful to avoid possible injury to the patient's scrotum and testicles from pressure by the splint). When the splint is correctly placed, the No. 1 man secures it by buckling the (anterior) web strap. Fixed traction is then effected in the following manner: No. 1 grasps the free end of the long traction strap, brings it down over the notched (distal) end of the splint, then folds it back upon itself and inserts it through the metal ring of the swivel. He then pulls on the free end until the required traction (about 10 lbs. initially) is obtained. He then secures it to the notched (distal) end of the splint with an ordinary cinch knot.



Figure 14. Step No. 5: Securing the Splint Support.

STEP NO. 5. SPLINT SUPPORT. (See Figure 14).

(The instructor, or the No. 1 man of the demonstration team, holding up a **SPLINT SUPPORT**, explains that it is identical with the **FOOT REST** which will be used later and identifies its parts: (1) The base (or closed end), (2) The splint end (or open end), (3) The arms).

No. 1 man fastens the splint support to the side rods of the Army Leg Splint with the arms of the support directed toward the patient. The No. 2 man continues to maintain manual traction. No. 3 continues to support the leg and thigh.

STEP NO. 6. SUPPORT LEG. (See Figure 15).

(The instructor explains that the supports are **BANDAGES, TRIANGULAR, COMPRESSED**—not the heavy triangular bandage with tape ties used as arm slings. He **unrolls** one and mentions that they are **not** to be unfolded. He also mentions that they are used instead of ordinary muslin bandage because they do not roll forming a narrow, constricting, uncomfortable cord).



Figure 15. Step No. 6: Supporting the Leg.



Figure 16. Step No. 7: Securing Foot to the Foot Rest.

No. 1 arranges 5 compressed triangular bandages, unrolled but not unfolded, on the splint to form a cradle for the leg. These are all applied in like fashion as follows: The bandage is placed over the rods of the splint and under the leg. The ends of the bandages are reversed by crossing them under the splint, and are then brought up and over the rods of the splint (and leg) and tied together over the outer rod. The bandages are arranged two under the thigh; one under the knee, and two under the leg. This relieves the No. 2 man to assist in other steps. (The instructor here remarks that the leg must be supported in every case in this way, regardless of the location of the fracture; muslin bandages 5 inches wide may be used in place of compressed triangular bandages, if the latter are not available; the wound dressing should not be incorporated in any of the leg supports).

(Note. The triangular bandages used to support the leg should not be secured so tight that they obstruct the circulation or tend to obtain complete extension, or what is worse, hyperextension. Five, ten, fifteen or even more degrees of flexion should be allowed at the knee, initially).



Figure 17. Step No. 8: Lifting Patient.

STEP NO. 7. FOOT REST. (See Figure 16).

No. 1, assisted by No. 2 then attaches the foot rest to the rods of the splint just below the foot, with the base (or closed end) of the support directed upward and the arms directed away from the patient. The foot rest is pushed up against the foot until the foot is at right angles to the leg. The foot is then secured to the foot rest by means of a triangular bandage in order to support and fix the foot in its proper position and to prevent foot drop. (The triangular bandage is applied by placing it between the sole of the shoe and the foot rest, then back around the foot



Figure 18. Step No. 8: Placing Dressed Litter Under Patient.

rest with both ends—then around the toe of the shoe and securing it over the metal bar of the foot rest rather than the leather of the toe of the shoe).

STEP NO. 8. PLACE PATIENT ON DRESSED LITTER (See Figures 17, 18 and 19).

Nos. 2 and 3 take their positions alongside the patient on the side of the injured leg. No. 2 toward the head of the patient. No. 3 toward the feet. No. 1 assists from the opposite (uninjured) side. All three men



Figure 19. Step No. 8: Patient on Dressed Litter.

kneel on that knee which is nearer the patient's feet. No. 3 passes both forearms under the patient's legs, carefully supporting the splinted leg. No. 2 passes one hand under the patient's hips and thighs, and the other hand under the patient's shoulders. All lift together slowly and carefully, and place the patient upon the knees of the No. 2 and No. 3 men. As soon as he is firmly supported there, the No. 1 man relinquishes his hold and removes the undressed litter. Exposing the lower 5 inches of canvas, he slides the dressed litter underneath the patient. No. 1 resumes his former kneeling position opposite No. 2 and No. 3 and prepares to assist in lowering the patient. The patient is gently lowered upon the dressed litter in such a way that the base of the splint support rests upon the canvas of the litter about $1\frac{1}{2}$ inches (or more) from its lower edge.

STEP NO. 9. FIX SPLINT WITH LITTER BAR. (See Figures 20 and 21).

(The Instructor, or the No. 1 man of the demonstration team, holds up the litter bar and identifies its parts: (1) smooth under surface, (2) grooved upper surface, (3) buckle end, (4) cam lock, (5) securing web strap, and, (6) buckle with buckle catch. He then demonstrates how the buckle attaches to the buckle end of the bar and how it is locked in place by the buckle catch).

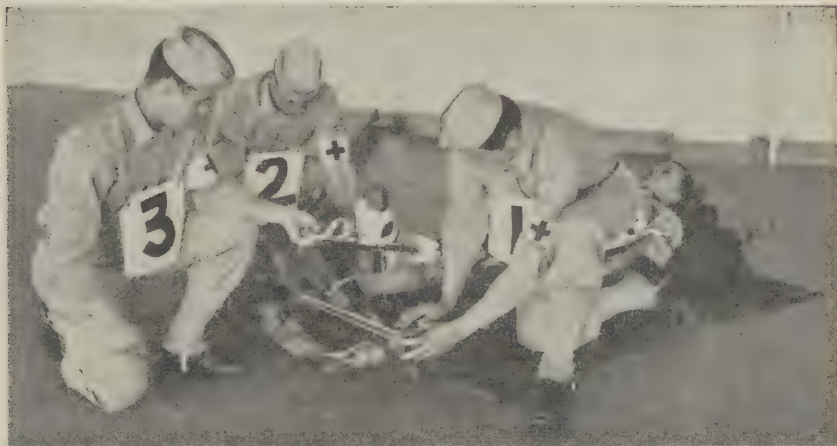


Figure 20. Step No. 9: Securing Litter Bar in Place.

No. 3 man holds up the distal end of the splint so that the base of the splint support is about 3 inches off the canvas of the litter. No. 2 passes the litter bar under the litter to the No. 1 man, who places the litter bar across the lower end of the litter resting on both poles. The grooved surface is directed upward and its buckle end and cam lock is on the side of the injured leg and allows the base of the splint support to rest easily in the groove. The cam lock handle will be on the side of the bar toward the patient when the left leg is splinted and on the side away from the patient when the right leg is splinted. No. 2 secures the bar tightly on the litter by fastening the buckle to the litter bar (see Figure 20). He

locks the buckle in place by hooking the catch on its under surface on the side of the litter bar. The buckle should be so adjusted on the securing strap that when buckled the securing strap is under considerable tension, sufficient to prevent any movement of the bar on the litter. No. 1 fastens the cam lock, thus fixing the base of the splint support securely in the groove of the litter bar.



Figure 21. Step No. 9: Locking Splint Support in Litter Bar.

STEP NO. 9a. ALTERNATE METHOD OF FIXING SPLINT ON THE LITTER. (See Figures 22 and 23).

No. 1 man. Take a roll of bias muslin bandage and stretch it to its greatest length, as you secure it. Tie one end of the bandage to the litter stirrup on the side of the injury (fracture) placing the knot near the pole.

Note. The knot is placed on the stirrup near the pole and the bandage wound around the bevel of the handle near the edge of the canvas to keep the bandage from slipping and becoming loose.

Bring the bandage up from the stirrup on the inside of the handle. Keeping a constant tension on the bandage, carry it to the bevel of the handle close to the canvas and wind it around the handle twice. Carry the bandage to the near side of the rod of the leg splint. Wind the bandage around the side rod twice and carry it back and around the same handle.



Figure 22. Step No. 9a: Fixing Splint with Muslin Bandage.



Figure 23. Step No. 9a: Step Completed.

Then press the splint firmly down on the litter (Nos. 2 and 3) and continue the constant pull on the bandage so that all the slack in the bandage going from the litter to the splint and from the splint back to the litter will be taken up. Wrap the bandage around the handle twice.

Note. The bandage is kept under constant tension as it is applied in order to overcome the elasticity. The small amount of elasticity remaining is considered beneficial. In an emergency, wire, rope, or other material can be used for fastening the splint to the handles of the litter.

Now carry the bandage across the litter to the bevel of the opposite handle and wind it around twice. Next secure the side rod of the splint on that side in the same manner as was done on the near side, ending by bringing the bandaging down on the inside of the handle and tying it to the stirrup.

Note. When the muslin bandage is properly applied and tied, the splinted leg and end of the litter can be lifted clear off the ground without loosening the muslin bandage. The position of the splint support on the blanket and canvas remains unaffected and the bandage is still taut when the end of the litter is again lowered to the ground.



Figure 24. Step No. 10: Placing Third Blanket Over Patient.

STEP NO. 10. COVER PATIENT. (See Figures 24 and 25).

Nos. 2 and 3 men fold the third blanket once lengthwise and place it on the patient so that one end is under his chin. The free edges of the first two blankets (used in "dressing" the litter) are folded over the third



Figure 25. Step No. 10: Step Completed. Patient Ready for Transportation.

and secured in place, using three safety pins to the body portion, and three to the portion of the blankets inclosing the patient's feet and lower end of the splint. This gives four thicknesses of blankets over and four under the patient, thus assisting in the prevention of shock by conserving the patient's body heat. The leg splint is now properly applied and the patient ready for transportation.

EMERGENCY MEDICAL TREATMENT (Wire Ladder Splint—Lower Extremity)

Twenty-ninth Period: One Hour

Place. Classroom.

Text References. FM 8-50, Par. 8; TM 8-220, Par. 134.

Instructional Aids.

Personnel. Demonstrator and assistant. At least one assistant instructor per eight men in class.

Equipment. One set of the following equipment for each two enlisted men: Two wire ladder splints; one large piece of sheet wadding; one roll of 3" muslin bandage.

Procedure. Conference, Demonstration and Application.

1. Discuss the wire ladder splint briefly and the fractures of the lower extremity best suited for its application.

2. **Demonstration.** Demonstrate the application of the wire ladder splint for different fractures of the lower extremity.
3. **Practical Exercise.** Using the group performance method of instruction have the men working in pairs apply the wire ladder splint for different fractures of the lower extremity. One man will act as the patient. Correct all errors.

EMERGENCY MEDICAL TREATMENT

(Improvised Splints—Lower Extremity)

Thirtieth Period: Two Hours

Place. Classroom or field.

Text References. FM 21-11, Fig. 23, 24, 25 and 26, and Par. 24 and 25; TM 8-220, Par. 138.

Instructional Aids.

Personnel. Demonstration team. At least one assistant instructor per eight men in class.

Equipment. Improvised splints for fractures of the lower extremity including: One board 2" x 1" x 4"; one board 2" x 1" x 5"; two straight branches, 4 ft. long; one rifle; grass, straw or other suitable material for padding; one roll of 3" bandage or other suitable material for securing the splint; one first aid packet, instructional; one set of improvised splinting material for each two enlisted men.

Procedure. Conference, Demonstration and Application.

1. **Conference.** Discuss briefly improvised splints for the lower extremity, stressing the materials that may be available to the medical soldier.
2. **Demonstration.** Demonstrate the application of the different types of improvised splints for the thigh, leg and foot. Also show how in the absence of material an injured leg can be secured to the well leg. Stress the proper padding of splints and the care in not obstructing circulation.
3. **Practical Exercise.** Using the group performance method of instruction have the men apply the different types of improvised splints for the thigh, leg and foot. The men will work in pairs, changing about, using each other for patients. Correct all errors. Insist on correctness and precision.

EMERGENCY MEDICAL TREATMENT

(Examination—Splinting of the Lower Extremity)

Thirty-first Period: One Hour

Place. Classroom or field.

Text References. FM 21-11, Par. 16-27, incl.; FM 8-50, Par. 8; TM 8-220, Par. 134 and 149.

Instructional Aids.

Personnel. At least one assistant instructor per eight men in class.

Equipment. Prepared questions using the card index system. Equipment necessary for the splints which the men will have to apply in the exercise.

Procedure. Examination.

1. Conduct an oral quiz using the card index system. Stress the essential points covered in splinting the lower extremity. The questions should be so prepared that they can be answered simply and briefly.
2. Assign each man a certain splint to apply. The men will use each other for patients. Correct all errors.

EMERGENCY MEDICAL TREATMENT
 (Wire Ladder Splint—Upper Extremity)
Thirty-second Period: One Hour

Place. Classroom.

Text References. FM 8-50, Par. 8; TM 8-220, Par. 134.

Instructional Aids.

Personnel. Demonstrator and assistant. At least one assistant instructor per eight men in class.

Equipment. One Army arm splint. Two wire ladder splints; one large piece of sheet wadding; one roll of 3" muslin bandage; adhesive plaster; triangular bandages; one set of equipment less the Army arm splint for each two enlisted men.

Procedure. Conference. Demonstration and Application.

1. Conference. Discuss briefly the use of the wire ladder splint to maintain a fixed position of the shoulder, elbow, or wrist when a position other than extension is desired.
2. Demonstration. Demonstrate the application of the wire ladder splint in different fractures of the upper extremity. Show the army arm splint and state that the other methods demonstrated of splinting the upper extremity are preferred.
3. Practical Exercise. Using the group performance method of instruction have the men apply the wire ladder splint to different fractures of the upper extremity. The men will work in pairs using each other for patients. Correct all errors. Insist on correctness and precision. Encourage questions.

EMERGENCY MEDICAL TREATMENT
 (Basswood and Improvised Splints—Upper Extremity)
Thirty-third Period: Two Hours

Place. Classroom.

Text References. FM 21-11, Par. 18 to 22, incl.; FM 8-50, Par. 10 and 25; TM 8-220, Par. 137 and 138.

Instructional Aids.

Personnel. Demonstrator and assistant. At least one assistant instructor per eight men in class.

Equipment. The following splinting material for each two enlisted men: One set of basswood splints; piece of sheet wadding; one 3" roller bandage; one triangular bandage; one 2" roll of adhesive plaster; several boards and sticks to demonstrate improvised splints, using materials that may be available to the medical soldier.

Procedure. Conference, Demonstration and Application.

1. Conference. Discuss briefly the use of basswood splints and improvised splints in the emergency treatment of fractures of the upper arm, forearm, hand and phalanges. Stress the materials available to the medical soldier.
Discuss the use of slings made from triangular bandages, roller bandages, and clothing such as a coat or shirt sleeve.
2. Demonstration. Demonstrate the application of basswood splints and improvised splints to the different fractures of the upper extremity. Demonstrate the use of a triangular bandage as a sling and improvised slings.
3. Practical Exercise. Using the group performance method of instruction have the men apply basswood splints and improvised splints to the different fractures of the upper extremity. Have the men apply slings made from a triangular bandage, roller bandages, and clothing such as a coat or shirt sleeve. Correct all errors. Encourage questions by the men.

EMERGENCY MEDICAL TREATMENT

(Examination—Splinting of Upper Extremity)

Thirty-fourth Period: One Hour

Place. Classroom.

Text References. FM 21-11, Pars. 18-22, incl.; FM 8-50, Pars. 8 and 10; TM 8-220, Par. 134, 137 and 138.

Instructional Aids.

Personnel. At least one assistant instructor per eight men in class.

Equipment. Prepared questions using the card index system. Equipment necessary for the splints which the men will have to apply in the exercise.

Procedure. Examination.

1. Conduct an oral quiz using the card index system. Stress the essential points covered in splinting the upper extremity. The questions should be so prepared that they can be answered simply and briefly.
2. Assign each man a certain splint to apply. The men will use each other for patients. Correct all errors.

EMERGENCY MEDICAL TREATMENT

(Fractures and Splinting of the Shoulder Girdle)

Thirty-fifth Period: One Hour

Place. Classroom.

Text References. FM 21-11, Par. 23; FM 8-50, Pars. 23,24; TM 8-220, Pars. 135, 136.

Instructional Aids.

Personnel. Demonstrator and assistant. At least one assistant instructor per eight men in class.

Equipment. Aeroplane or abduction splint.. Clavicular or T-splint (one splint for each group of three or four men).

Procedure. Conference, Demonstration and Application.

1. Conference.

- a. Discuss briefly fractures of the scapula and the upper end of the humerus.
- b. Discuss fractures of the clavicle.

2. Demonstration.

- a. Demonstrate the application of the aeroplane or abduction splint.
- b. Demonstrate the application of the clavicular or T-splint.

3. Practical Exercise. Using the group performance method of instruction, have the men apply the clavicular or T-splint using each other as patients. Correct all errors and encourage questions.

EMERGENCY MEDICAL TREATMENT

(Fractures of the Pelvis)

Thirty-sixth Period: One Hour**Place.** Classroom.**Text References.** FM 21-10, Par. 118 (f); FM 21-11, Par. 25; TM 8-210, Par. 13.**Instructional Aids.****Personnel.** Demonstrator and assistant. At least one assistant instructor per eight men in class.

Equipment. The following material for each two enlisted men: Boards adequate in length to be used as splints; suitable material for padding; material for swathes such as sheets, binders, muslin bandages; belts, web, waist.

Individual Equipment. Two or more web belts.**Procedure.** Conference, Demonstration and Application.

1. Conference. Discuss fractures of the pelvis, including the hip. Stress that if possible the patient should be prepared for transportation by a medical officer. If it is necessary to move the patient a splint should be applied. Boards can be used extending from the axilla to the foot. Swathes can be used either prepared as a binder or improvised from muslin bandage, sheets or other material. In the absence of material a number of belts, web, waist, can be used satisfactorily. The web belts are buckled about the pelvis and lower extremities.
2. Demonstration. Demonstrate the application of splints for fractures of the pelvis, including board splints, swathes, both binders and improvised material as muslin bandages and sheets, and the use of web belts.
3. Practical Exercise. Using the group performance method of instruction have the men apply the various types of splints demonstrated for fractures of the pelvis. Correct all errors.

EMERGENCY MEDICAL TREATMENT

(Fractures of the Spinal Column)

Thirty-seventh Period: Three Hour**Place.** Classroom.**Text References.** FM 21-10, Par. 118 (g); FM 21-11, Par. 27; FM 8-50, Par. 7.

Instructional Aids.

Personnel. Demonstrator and assistant. At least one assistant instructor per eight men in class.

Equipment. Use Chart No. 136; For each team of four men—one litter; four blankets; clothing and stones for improvised material.

Procedure. Conference, Demonstration and Application.

1. Conference. Discuss fractures of the spine, including the neck. Stress the signs and symptoms suggestive of fracture of the spine and neck and the care necessary in handling these patients properly. Stress that they must not be allowed to sit or stand up, and in a suspected fracture of the neck, the patient's head must not be lifted, even to drink water. Point out the danger involved in movement, in that it may cause damage to the spinal cord.
2. Demonstration. Demonstrate methods of transporting patients with fractures of the spinal column. This should include gently rolling the patient on the litter and placing a roll of clothing or rolled blanket under the small of the back to maintain hyperextension. Also demonstrate carrying the patient face down on a blanket when no litter is available. In fractures of the neck, demonstrate **fixing** the neck from rolling from side to side with blanket rolls or folded clothes. Show how the casualty's leggings may be folded around the neck to give additional support and immobilization. Reference TM 8-50, pg. 64. Point out that if there is blood or cerebrospinal fluid running into the throat, from a head injury, the casualty

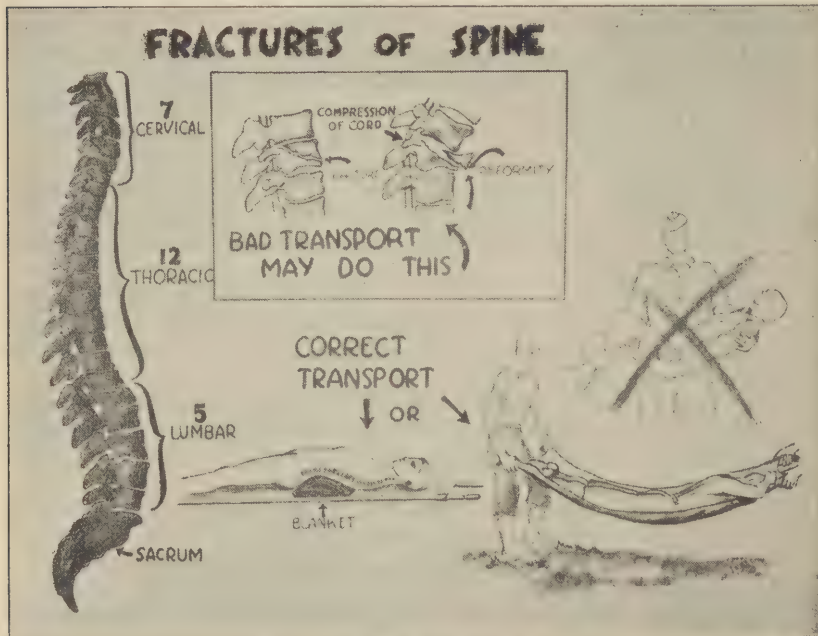


Chart No. 136

should be carried face down with the forehead resting on a bandage stretched and secured between the handles of the litter. The following procedure should be emphasized: If possible, three persons should help in moving a fracture of the back or neck, one supporting the buttocks and legs, a second person should support the chest and shoulders, and a third should support the head to prevent bending or twisting of the neck.

3. **Practical Exercise.** Using the group performance method, arrange the men in groups of four and have them apply the methods of handling and transporting fractures of the spine and neck. One man will act as the patient. Correct all errors. Ask questions and encourage questions by the men. Note: Stress hyperextension in fractures of the neck and spine.

EMERGENCY MEDICAL TREATMENT

(Fractures of the Jaw and Skull)

Thirty-eighth Period: One Hour

Place. Classroom.

Text References. FM 21-11, Par. 26; TM 8-210, Sec. II; TM 8-220, Par. 149.

Instructional Aids.

Personnel. Demonstrator and assistant. At least one assistant instructor per eight men in class.

Equipment. Use Charts No. 30 and 40, Subject No. 7 and Chart No. 116, Subject No. 30; Chart, anatomical, Item No. 77490, M.D. Sup. Cat.; anatomical specimens, if available; first aid packets; sufficient dressings, bandages, rubber bands, and adhesive tape for men to work in pairs.

Procedure. Conference, Demonstration and Application.

1. Conference.

- a. Discuss, briefly, head injuries and fractures of the skull, emphasizing that they should not be treated lightly. (Pictures, if available, showing fractures of the skull and bones of the face would be advantageous.) Stress handling the patient as little as possible and to avoid all disturbance and handling of the wound. Bring out the necessity for rapid evacuation of head injuries and the contraindication of morphine. The patient should be kept warm; lying down; and with the head slightly raised. The unconscious patient may be placed on his side if the nature of his injury permits him to keep breathing freely. Stress that under no circumstances should fluids be given to a patient with a head injury and who has been unconscious, without the advice of a medical officer.
- b. Discuss fractures of the jaw using pictures, illustrations, and the opaque projector, if available. Discuss the emergency medical treatment:
 - (1) Control of hemorrhage. Hemorrhage is usually checked by pressure from a gauze pack, held in place by a bandage.
 - (2) Care to be taken not to increase respiratory difficulty.
 - (3) Dressing and bandaging of fractures of the jaw.
 - (4) Point of necessity of emergency tracheotomy in cases where pharynx is obstructed by severe fracture. Discuss danger that the tongue may fall back thus choking the casualty. Method

tongue by use of safety pin through tongue and bandage fastened to pin.

2. **Demonstration.** Demonstrate how a first aid packet can be adapted easily to fractures of the jaw. Safety pins and common rubber bands, bandages and adhesive tape may be used to secure the dressings and produce emergency fixation.
3. **Practical Exercise.** Using the group performance method of instruction, have the men bandage and immobilize fractures of the jaw. The men will work in pairs using each other for patients. Make it as realistic as possible. Correct all errors.

EMERGENCY MEDICAL TREATMENT

Review—Sprains, Dislocations and Fractures)

Thirty-ninth Period: Two Hours

Place. Classroom.

Text References. All previous references on sprains, dislocations and fractures.

Instructional Aids.

Personnel. At least one assistant instructor per eight men in class.

Equipment. All previous splinting material.

Procedure. Practical Exercise.

This period will be used for the purpose of reviewing methods of treatment of sprains, dislocations and fractures. Review those subjects that the class as a whole has not attained as the desired standard of proficiency. The remaining time may be devoted to the individuals or groups who have not attained the desired degree of efficiency in one or more subjects. Men in the class who have reached the standard of proficiency may be utilized as assistant instructors.

EMERGENCY MEDICAL TREATMENT

(Examination—Sprains, Dislocations and Fractures)

Fortieth Period: Four Hours

Place. Classroom.

Text References. All previous references on sprains, dislocations, and fractures.

Instructional Aids.

Personnel. At least one assistant instructor per four men in class.

Equipment. All splinting material used during the course.

Procedure. Examination—Written and Practical Application.

1. **Written Examination.** Conduct written examination of about thirty minutes on the essential points covered on sprains, dislocations and fractures. This examination should be of one or a combination of one or more of the following objective types: true-false, multiple choice or best answers, check lists, tabular form, single answer and completion, and matching and analogy types.
2. **Discussion.** Review by discussion of the written examination during the remainder of the first hour.
3. **Proficiency Test.** Using the coach-and-pupil method have each man apply, neatly and correctly, each of the most important types of splints to specifically named types of fractures and specific anatomical sites. Make this application as realistic as possible, stressing the importance of speed, thoroughness and gentleness. A competitive spirit should be encouraged.

When completed each splint should be inspected and approved before proceeding to the next. The proficiency rating of each man should be recorded and additional training should be given to those men who do not meet the training standard.

EMERGENCY MEDICAL TREATMENT

(Traumatic Shock)

Forty-first Period: One Hour

Place. Classroom.

Text References. FM 21-11, page 7; TM 8-220, page 136; TM 8-210, Par. 15; SGO Circular Letter No. 108, 27 May 1942.

Instructional Aids.

Equipment. Use Charts No. 28 and 29, Subject No. 7; One lantern crate; one lantern set; six blankets; package of safety pins; one litter; hot water bottle; canteen; cocoa unit.

Procedure. Conference and Demonstration.

1. Conference. Discuss:
 - a. Definition of shock.
 - b. Causes of shock.
 - c. Symptoms of shock.
 - d. Treatment.

Notes. 1. Mention plasma only as a form of treatment as the following hour is devoted to its use.

2. Point out that the causes of shock, as pain and hemorrhage, should not be overlooked in treating the shock itself.
3. Stress the point that overheating the patient can increase the shock instead of lessening it. External and internal heat should be used when the patient complains that he is cold.
4. Point out the various ways of applying heat that are available to the medical soldier.
5. Ask for questions on material covered this far in the period.

2. Demonstration.

- a. Position and dressing of a shock litter.
- b. Grouping of shock litters.

EMERGENCY MEDICAL TREATMENT

(Use of Human Plasma and Albumen)

Forty-second Period: Two Hours

Place. Classroom.

Text References. TM 8-210, page 57; FS 8-51 (pamphlet); SGO Circular Letter No. 108, 27 May 1943.

Instructional Aids.

Equipment. Use Charts No. 145, 146 and 147, Subject No. 35; FS 8-51; One standard Army-Navy package of plasma; stainless steel mesh filter in glass housing; tourniquet.

Procedure. Lecture and Demonstration.

1. Lecture.
 - a. How plasma and human albumen are made.
 - b. How plasma and albumen react in the body to counteract shock.
 - c. Dosage of plasma and albumen.
 - (1) Amount given depends upon response of patient.
 - (2) Tendency to give too small amount of plasma.
 - d. Reactions from administration.
2. Demonstration.
 - a. Reconstitution of plasma.

Note: Complete directions can be found on metal can of every plasma and albumen set.
 - b. Administration of plasma and albumen.

Note: Complete directions can be found on metal can of every plasma and albumen set.
 - c. Equipment to be salvaged after administration.
 - d. Demonstrate how parts salvaged can be used in giving blood transfusions.

Note. FS 8-51 can be used by instructor in preparing the hour or during the actual hour of instruction.

EMERGENCY MEDICAL TREATMENT

(Heat Exhaustion—Sunstroke)

Forty-third Period: One Hour

Place. Classroom.

Text References. SGO Circular Letter No. 136, 28 July 1943; FM 21-11, Sec. V.

Instructional Aids. None.

Procedure. Conference.

1. Discuss the cause, symptoms, physical findings, treatment, and prophylaxis of heat exhaustion and sunstroke.

Note: a. Give simple differential diagnosis of heat exhaustion and sunstroke with other common unconscious states.

 - b. When mentioning prophylaxis, discuss the use of salt in water giving specific amounts to be placed in Lyster bag and canteen of water.
 - c. Stress the emergency treatment that can be employed by the enlisted man..
2. Review material presented above by asking questions which will emphasize the salient points of the lesson.

EMERGENCY MEDICAL TREATMENT

(Head Injuries—Apoplexy—Convulsions or Fits—Hysteria)

Forty-fourth Period: One Hour

Place. Classroom.

Text References. FM 21-11, Par. 41-43; TM 8-220, Par. 146.

Instructional Aids.

Equipment. Use Chart No. 40, Subject No. 7.

Procedure. Conference.**1. Discuss.**

- a. Head injuries. Discuss as to symptoms, physical findings, and emergency treatment.

Note: Place special emphasis on what not to do as:

- Do not throw water in patient's face.
- Do not give morphine.
- Do not attempt to feed by mouth.
- Do not give fluids.
- Do not move.

b. Apoplexy.

- (1) Cause.
- (2) Point out the similarity and differences of a patient with a head injury and apoplexy.

c. Convulsions or fits.

- (1) Briefly enumerate some of the causes of convulsions.
- (2) Teach how to protect the person having a convulsion.

d. Hysteria.

- (1) Mention that such a mental state exists.
- (2) Refer to treatment in a general way.

- 2. Review material presented above by asking questions which will emphasize the salient points.

EMERGENCY MEDICAL TREATMENT

(Coma Due to Diabetes, Uremia, Acute Alcoholism)

Forty-fifth Period: One Hour

Place. Classroom.

Text References. TM 8-220, Par. 146.

Instructional Aids. None.

Procedure. Conference and Examination.

1. Conference.

- a. Discuss the unconscious states due to diabetes, uremia and acute alcoholism as to:

- (1) Cause.
- (2) Physical findings.
- (3) Emergency treatment.

Note: Be brief and use "lay" terms.

- 2. Review by oral quiz all of the unconscious states as covered in Periods 43, 44 and 45.

EMERGENCY MEDICAL TREATMENT

(Asphyxia and Artificial Respiration)

Forty-sixth Period: Two Hours

Place. Large classroom or field.

Text References. TM 8-220, Par. 145; FM 21-11, Par. 37.

Instructional Aids.

Personnel. 2 enlisted men acting as demonstration team.

Equipment. Use Charts No. 36 and 37, Subject No. 7.

Individual Equipment. One blanket for each two enlisted men.

Procedure. Conference, Demonstration and Application.

1. Conference.

- a. Define asphyxia.
- b. Enumerate the common causes.
- c. Describe the important physical findings.
- d. Discuss emergency treatment.

Note: Teach men to see that mouth and throat are clear before giving artificial respiration.

2. Demonstration.

- a. Artificial respiration. Schafer method as described in FM 21-11.

3. Application. Artificial respiration using the group performance method.

Note: The first several times men give artificial respiration to patient use demonstration team as a model and proceed through the process step by step.

EMERGENCY MEDICAL TREATMENT

(Examination)

Forty-seventh Period: One Hour

Place. Classroom.

Text References. All references found in periods Forty-one through Forty-six.

Instructional Aids.

Equipment. All equipment as needed in periods Forty-one through Forty-six. Prepared card index questions.

Procedure. Examination.

1. By previously prepared questions—with or without a card system examine the men on the following subjects:
 - a. Shock.
 - b. Use of plasma and human albumen.
 - c. Heat exhaustion and sunstroke.
 - d. Head injuries, apoplexy, convulsions, hysteria.
 - e. Diabetic and uremic coma.
 - f. Acute alcoholism.
 - g. Asphyxia and artificial respiration.
2. Practical exercise.
 - a. Position of a shock litter.
 - b. Grouping and dressing shock litters.
 - c. Reconstitution of plasma.
 - d. Administration of plasma and albumen.
 - e. Parts of plasma set to be retained after administration.
 - f. Conversion of used set into blood transfusion set.
 - g. Artificial respiration.

Note. Each enlisted man should be given a proficiency rating. Those who do not meet the training standard should receive additional training.

EMERGENCY MEDICAL TREATMENT

(Poisoning—Bites—Stings)

Forty-eighth Period: Two Hours**Place.** Classroom.**Text References.** FM 21-11, Par. 29-35; TM 8-220, Par. 142; S.G.O. Cir. Ltr. No. 22, Par. 17, 16 Jan. 1943. Label on bottle "Repellent" states specific instructions.**Instructional Aids.****Equipment.** Use Chart No. 41, Subject No. 7. Snake bite kit. Insecticide powder for crawling insects, (Liquid repellent).**Procedure.** Conference and Demonstration.**1. Conference.****a. Discuss the treatment and prophylaxis of:**

(1) Snake bite.

(2) Bite of tick, lice, chigger and mosquito.

Note: Discuss the use of insecticide powder and repellents.

(3) Animal bites.

(4) Leeches and other marine animals.

b. Discuss the emergency treatment of the following poisons.

(1) Iodine.

(2) Carbolic acids.

(3) Wood alcohol.

(4) Strychnine.

(5) Poison oak, ivy and sumac.

(6) Lye.

Note: Discuss treatment with respect to material available to you in the field.

2. Demonstration.**a. Use of snake bite kit.****b. Preparation of several of the simple antidotes, for poisoning such as soda bicarbonate solution for use against acids, vinegar solution against caustic alkalies, etc.****c. Methods of inducing vomiting.****d. Use of insecticide powder and repellent.****EMERGENCY MEDICAL TREATMENT**

(Foreign Bodies—Frostbite—Abdominal Pain)

Forty-ninth Period: One Hour**Place.** Classroom.**Text References.** FM 21-11, Par. 36, 53 and 54; TM 8-220, Par. 148 and 151.**Instructional Aids.****Equipment.** 1 box sterile tongue depressors.**Procedure.** Conference and Demonstration**1. Conference.****a. Discuss:**

(1) Frostbite.

(a) Signs and symptoms.

(b) Emergency treatment.

(2) **Abdominal pain.**

- (a) Briefly enumerate the more common causes of abdominal pain.
- (b) Outline what should not be done when patient complains of abdominal pain.

(3) **Foreign bodies.**

- (a) Briefly discuss removal of foreign bodies of eye, ear, nose and throat.

2. **Demonstration.**

- a. Removal of foreign bodies from eye, ear, nose and throat.

3. **Application. Group performance method.**

- a. Have enlisted men simulate the removing of foreign bodies from eye and throat.

Note. Teach men to invert eyelid and use tongue depressor.

EMERGENCY MEDICAL TREATMENT

(Examination)

Fiftieth Period: Four Hours

Place. Classroom and field.

Text References. All previous references.

Instructional Aids.

Personnel. At least one assistant instructor per four men in class.

Equipment. Such equipment as necessary for the class to use in applying the practical emergency medical treatment problems presented below.

Procedure. Examination—Written, with Discussion and Proficiency Test.

1. Examination. Fifty minute written examination on the subjects covered during the course. This examination should be one or a combination of one or more of the following objective types: true-false, multiple choice, or best answer, check lists, tabular form, single answer and completion, and matching and analogy types.
2. Discussion. The written examination should be followed by a half hour review by discussion of the answers.
3. Proficiency test by practical application. By working in pairs and alternating as patient have each man treat several of the more important medical emergencies. The emergency should be given to him as a problem—i.e., by handing him a typewritten slip of paper with the anatomical location of injury if any, the signs and symptoms, etc. The diagnosis may be omitted and considered as part of the problem. The patient should simulate the signs and symptoms if practical.

Stress the importance of speed, thoroughness and gentleness. A competitive spirit should be encouraged.

When completed, the manner of treatment should be checked before proceeding to the next problem. The proficiency rating on this examination should be recorded and incorporated in each man's proficiency rating or grade on the entire course. Additional training should be given to those men who do not meet the training standard.

TREATMENT OF GAS CASUALTIES

Purpose and Scope. The purpose of these hours of instruction is to make the Medical Department soldier familiar with the medical aspects of chemical warfare. It includes a thorough knowledge of the medical equipment that is issued to field units to be used in preventing and treating these casualties. He, as well as all soldiers, must be proficient in the immediate prophylactic treatment of gas casualties since he is many times the first to see the casualty and should the injured soldier be unconscious or unable to render first aid to himself the medical soldier must be able to take care of him. He must be acquainted with the symptoms caused by the various chemical agents, in a general way, with the physiological and pathological changes that take place and certainly with the emergency treatment that is indicated in each case.

The scope of these 10 hours of instruction is designed to accomplish this purpose and in addition give the medical soldier a knowledge of how a medical station functions in caring for its gas casualties, in addition to its regular medical and surgical battle and non-battle casualties.

Actual Time Allotted. 10 hours.

Text References. The notes included in this guide are a summary of the most recent information available. However, Technical Manual 8-285, 27 Nov. 1942 may be used for background information if it is kept in mind that some changes have taken place in certain aspects of the Treatment of Chemical Casualties. The same is true of Training Circular No. 27, W.D., Washington, D. C., 3 March 1943.

Methods of Instruction. Conference, Demonstration and Application.

Standards of Proficiency. Every medical soldier must be able to render first aid to himself and emergency medical treatment to other gas casualties.

TREATMENT OF GAS CASUALTIES

(Medical Treatment Equipment)

First Period: One Hour

Place. Classroom.

Text References. TM 8-285; Medical Supply Catalogue, 1 June 1943; Radiogram from SGO, WD, May 22, 1943; FM 21-11, Par. 68-69-71; FS 8-80.

Instructional Aids.

Equipment. Use Chart No. 137 (List of contents of Gas Casualty Treatment Kit; Use Chart No. 138 (List of contents Gas Casualty First Aid Kit); 97764 Kit, First Aid, Gas Casualty; 97757 Gas Casualty Set M-2 (new pack board set).

Procedure. Conference and Demonstration.

1. Conference and demonstration.

- a. Explain where these Chests are available, also where oxygen is available in the field.

97764—1 per vehicle in a theater of operations.

97757—1 per battalion medical section.

97757 consists of the following: pack board and canvas cover, gas casualty treatment kit, one small canvas pouch containing rubber gloves, one small canvas pouch containing rubber aprons.

- b. Expose the name of each item listed on each Chart, one at a time, emphasize the spelling and pronunciation of each.
 - c. Show each item listed to the class and explain how it is used, if a solution is to be made actually show how that is done and give the strength of solution and how to figure the proper strength. Example—Sodium sulamyd 1 gram (15 grains) tablet in 1 oz. water = 3 % solution.
 - d. Briefly explain what each agent may be used for and how it can be used.
 - e. Explain that calcium hypochlorite must be stored and shipped separately because of fire hazard if mixed with amyl salicylate. (Radiogram SGO, WD, 22 May 1943).
2. Practical exercise—Pass items around class for individual examination.
 3. Questions and answers.

97767 KIT, TREATMENT, GAS CASUALTY:

Amyl Nitrite, USP, 5 min. Amp: 10	Pkg.	4
Calamine Concentrate (1 % Phenol)	Tube	2
Calamine Bottle (with H ₂ O)	Bottle	1
Amyl Salicylate	Bottle	3
Copper Sulphate, 5 % Solution	Bottle	1
Copper Sulphate (Granular) Refill	Pkg.	1
M-5 Protective Ointment	Tube	4
Sodium Sulamyd (With H ₂ O)	Pkg.	1
BAL Ointment	Tube	6
Chloroform	Bottle	2
Eye and Nose Drops (With Dropper)	Bottle	2
Petrolatum	Tube	6
Flourescein Ophthalmic Discs	Vial	1
Atropine Sulphate Ophthalmic Discs (With Rod for Application)	Vial	1
Sulfanilamide, Crystalline	Pkg.	4
Sulfathiazole Ointment, 5 %	Tube	7
Soap, White	Bar	2
Water Screening Kit	Pkg.	1

TREATMENT OF GAS CASUALTIES

(Personal Skin Decontamination)

Second Period: One Hour**Place.** Classroom.**Text References.** TM 8-285, Sec. III Par. 9e, Pg. 13-14, Par. 9f.(2), Pg. 15.**Instructional Aids.****Personnel.** Two enlisted men to act as demonstrators.**Equipment.** Use Chart No. 39, Subject No. 7; (6) six tubes of M-4 (or M-5) protective ointment; skin sensitivity set (if available); small bottle of mustard (real or simulated); roll of tissue paper or small pieces of rag or waste; Chart (000).**97764 KIT, FIRST AID, GAS CASUALTY:**

Amyl Nitrite, USP, 5 Minim, Amp	Pkg.	1
Oz. (approx.)		
Eye and Nose Drops, 1½-Ounce: With separate dropper	Pkg.	1
Phosphorus Burn Set	Set	1
Pad, Cotton, Approximately 11¼ by 2 Inches	Pkg.	1
Chloroform, USP	Bottle	1
Calamine Lotion, NF	Bottle	1
Ointment, BAL	Tube	1
Eye Solution, BAL (With Dropper)	Bottle	1
Protective Ointment M-4		
(M-5 when available)	Tube	1

Chart No. 138**Procedure.** Conference, Demonstration and Application.

1. Conference. Discuss importance of early use of M-4 ointment; that each soldier carries and must know how to use, that personal decontamination is the responsibility of each individual soldier, that medical soldier must know how to decontaminate those unable to do so because of injury. (chart). The area is blotted, the ointment applied immediately, beginning at outer edge of contaminated area and rubbed toward the center for 30 seconds to prevent spread, then wiped off with paper or cloth and reapplied in similar manner 3 or 4 times. The area is washed with soap and water. The ointment is not to be used in the eyes or after redness of the area appears because of the irritating properties of the high content of chlorine; likewise it can not be left on the skin for long periods of time, especially in hot weather.

2. **Demonstration**—The two enlisted men each have two skin tests of mustard liquid (real or simulated) applied to skin areas of the forearm. Then they decontaminate one of the two contaminated areas using M-4 Protective Ointment. The other area will show a small burn in about 8 to 10 hours if real mustard has been used.
3. **Application**—All men in the class carry out the personal decontamination of a mustard spot on their own arm.
4. **Questions.**

TREATMENT OF GAS CASUALTIES

(First Aid For Gas Casualties)

Third Period: One Hour

Place. Classroom—Suitable for showing training film.

Text References. TM 8-285.

Instructional Aids.

Equipment. TF 8-1180 (running time 25 minutes); blackboard.

Procedure. Conference and Demonstration.

1. **Conference.** Introduce the film by explaining that it is designed to show how chemical agents may be used and how soldiers may be prevented from becoming casualties from chemical agents. If casualties do occur however, the film demonstrates their proper first aid care.
2. **Demonstration.** TF 8-1180 is shown.
3. **Questions.** All questions presented by the students should be answered in detail in order to insure a complete understanding of the subject. If the questions do not emphasize the important points made in the film the instructor should have a list of questions designed to so so such as:
 - (1) Will you necessarily become a casualty if you use your gas mask and M-4 ointment?
 - (2) Should a soldier turn and run to a medical station when he gets some bilster gas liquid on his skin?
 - (3) Will a soldier become a casualty after inhaling a mild concentration of phosgene for a short period?
 - (4) Will a soldier become a casualty from vomiting gas?
 - (5) What is the immediate first aid care of a white phosphorus burn?

TREATMENT OF GAS CASUALTIES

(Blood and Nerve Poisons and Incendiary Agents)

Fourth Period: One Hour

Place. Classroom.

Text References. TM 8-285, Sec VI, Par. 18, Pg. 24, Sec. VII, Sec. VIII, Sec. IX, Par. 31, Pg. 30-31; TB Med. 1, 16 December 1943.

Instructional Aids.

Personnel. One soldier (demonstrator).

Equipment. Blackboard, colored chalk. Simulated wound moulage. Matches, first aid dressings, copper sulphate crystals and clean glass jar filled with water.

Procedure. Conference and Demonstration.**1. Conference.**

- a. Blood and nerve poisons—Discuss the symptomology, physiology, pathology and treatment of victims of the blood and nerve poisons. These include hydrocyanic acid, arsine, hydrogen sulfide and carbon monoxide. Also call attention to the systemic effects of certain vesicants, such as lewisite, ethyldichlorarsine and nitrogen mustards.
- b. Incendiary agents—Discuss the decontamination of the skin following oily incendiaries, the fact that burns following the incendiaries are treated the same as other burns as soon as the agent is neutralized. Magnesium particles must be removed to prevent gangrene. White phosphorus particles burn as long as they are in contact with air. Prevent this by applying a wet cloth to the burned area immediately. A cloth and water from a canteen, stream or even urine can be used. Do not use mud because of likelihood of infection. At medical station copper sulphate solution 5% - 10% is applied to area to neutralize white phosphorus and the particles are picked out of the wound. Thereafter the burn is treated the same as other burns.

2. Demonstration.

- a. First aid—A metal simulated burn is placed on the forearm of the soldier and several match heads placed in the wound, then ignited. The particles are extinguished with a wet cloth, then the wound bandaged. A phosphorus wound has the odor of burnt matches and often smokes and smolders.
- b. Emergency medical treatment—Mix a 5% to 10% copper sulphate solution. Explain how it is done and show class blue color of solution. Explain how solution is to be used.

3. Questions.**TREATMENT OF GAS CASUALTIES**

(Eyes)

Fifth Period: One Hour**Place.** Classroom.**Text References.** TM 8-285, Sec. II, III, IV, and V.**Instructional Aids.****Personnel.** One soldier (demonstrator)**Equipment.** Jar of sterile water, emesis basin, Asepto syringe.**Procedure. Conference and Demonstration.**

- 1. Conference. Discuss the symptoms and treatment of those chemical agents which are likely to affect the eyes. The following points may be helpful:
 - (1) Choking gases, (Phosgene and Chlorpicrin), have little or no effect upon the eyes in the concentrations that are built up under field conditions. If any effect is noted from the choking gases it will be mild irritation with redness and lacrimation.
 - (2) Blister gases, (lewisite, ethyldichlorarsine, mustard, and nitrogen mustard), cause a conjunctivitis in their vapor state and

corneal ulceration when liquid is splashed or sprayed into the eyes.

- (3) The eye symptoms from blister gas vapor are redness, lacrimation, and chemosis, and if lewisite or ethyldichlorarsine are the agents *pain is immediately noticed*. The symptoms with mustard and nitrogen mustard are not noticed until the conjunctivitis is severe enough to produce symptoms.
 - (4) The eye symptoms from tear gases are lacrimation and mild conjunctivitis particularly in individuals who may be sensitive to tear gas.
 - (5) The treatment of eyes contaminated by chemical agents is:
 - a. If a liquid gets into the eyes they must be irrigated with water from the soldier's canteen.
 - b. If pain is present indicating lewisite or ethyldichlorarsine, BAL eye ointment which every soldier carries must be instilled into the eyes immediately and the excess rubbed on the lid margins. The pain will be temporarily increased but the ointment must be used in spite of that. The pain will pass in a moment or two.
 - c. Corneal erosions should be looked for by dropping one of the fluorescein ophthalmic discs on the cornea. If an erosion is present it will be stained bluish green.
 - d. If a corneal erosion is present the pupil must be dilated and kept dilated by using the atropine ophthalmic discs until healing has occurred.
 - e. If the conjunctivitis does not clear up rapidly you have one indication that infection has set in. Secondary bacterial infections should be treated by using 5-10 drops of a 3% solution of sodium sulamyd in each eye every 4 hours. 5% sulfathiazole ophthalmic ointment may also be used to control a bacterial conjunctivitis.
 - f. If pain is present control it with morphine.
 - g. Eye symptoms from tear gases and choking gases, if they occur, will clear up spontaneously.
 - (6) Vomiting gases attack the nasopharynx causing sneezing, pain in the region of the paranasal sinuses and headache. They also produce retching, nausea and vomiting, and may produce irritation and lacrimation of the eyes. The gas mask gives complete protection and should be kept on regardless of symptoms. The face piece may be lifted temporarily to expel the vomitus and immediately replaced. The symptoms of vomiting gases **come on after a delayed period of 20-30 minutes**. Casualties from vomiting gas are expected to carry on with their job. Their symptoms will pass off in about an hour. Nose and eye drops in the nose and a few whiffs of chloroform will help to relieve the symptoms.
- Sometimes the acute discomfort and mental depression may require physical restraint.

2. Demonstration.

- (1) Show how BAL is instilled in the eyes.
- (2) Show how an eye is irrigated.
- (3) Show how fluorescein and atropine ophthalmic discs are used.
- (4) Show how a 3 % sodium sulamyd solution is prepared (15 gr. added to 1 oz. of distilled water).

3. Questions.**TREATMENT OF GAS CASUALTIES****(Respiratory System)****Sixth Period: One Hour****Place. Classroom.****Text References. TM 8-285, Sec. II, Sec. III.****Instructional Aids.**

Equipment. Blackboard, Boothby-Lovelace oxygen therapy apparatus (TB Med. 1, 16 Dec. 1943).

Procedure. Conference and Demonstration.

1. Conference. Review briefly the anatomy of the lungs and heart and physiology of respiration. Discuss the effects of chemical agents when inhaled. The following summary may be used:

"Choking gases" and blister gases" damage the respiratory tract . . . degree of damage depends upon concentration and duration of contact . . . physiological and pathological effects essentially alike for all agents . . . chemical damage to the epithelium of the respiratory epithelium and edema of the lungs . . . the "blister gases" attack epithelium primarily and are followed quickly by pulmonary infection . . . "lung irritants" stimulate early serous exudate . . . phosgene spares the trachea and bronchi and attacks the parenchyma . . . others involve all . . . intrapulmonary hemorrhage also occurs . . . inflammatory cells appear in the exudate as infection sets in . . . pulmonary edema is followed by hemoconcentration and progressive anoxemia . . . cyanosis is marked . . . failure to reverse process during first 24 hours is likely to result in cardiac failure . . . general anoxia and increased pulmonary pressure lead to right-sided failure, essentially . . . complete circulatory collapse may follow . . . cyanosis changes to ashen gray appearance of shock . . . intense edema is manifested by frothing at the mouth . . . some individuals develop hypersensitivity to inhalation of small amounts of nitrogen mustard.

Symptoms following inhalation of gases include constriction in the throat, hoarseness, irregular respiration, dyspnea, spasmodic coughing, constriction and pain in the chest, air hunger and fear of impending death . . . signs of pulmonary edema usually appear within 24 hours or not at all . . . if individual survives acute effects of gassing, he is highly susceptible to pneumonia.

Treatment for effects of inhaled gas not to be instituted until symptoms or signs become apparent . . . then, provide absolute litter rest . . . intranasal oxygen is valuable . . . sulfonamides for pulmonary infection as indicated . . . deaths occurring after first 48 hours almost always due to infection . . . alcohol should not be given as stimulant . . .

morphine should be avoided . . . codeine cough syrup may decrease discomfort . . . venesection seldom indicated.

2. Demonstration. Show a Boothby-Lovelace oxygen therapy apparatus. (See TB Med. 1, 16 Dec. 1943.)

3. Questions.

TREATMENT OF GAS CASUALTIES

(Skin)

Seventh Period: One Hour

Place. Classroom.

Text References. TM 8-285, Sec. II, Par. 6, Pg. 8-9, and Sec. III; TC 27, WD 3 March 1943.

Instructional Aids.

Equipment. Blackboard, colored chalk.

Procedure. Conference and Demonstration.

1. Conference. Discuss very briefly function and structures of skin. Discuss effects of certain chemical agents on the skin. These points may be of help:

Adequate protection for eyes and respiratory tract by eye shields and gas masks delegate symptoms to skin . . . effects of mustard are latent . . . initial symptoms of severe itching begin not sooner than an hour . . . pain does not occur in mustard burns . . . *nitrogen* mustards react more quickly but less severely than mustard . . . has clear blister fluid . . . lesion is painful with little or no redness surrounding the blister . . . nitrogen mustard *vapor* has little effect on skin . . . lewisite is painful almost immediately after contact . . . the lesion resulting from *vapors* resemble sunburn and are not likely to blister . . . "vesicant" splashes cause blistering and burning . . . mustard blisters are relatively large, are surrounded by erythema and contain clear exudative fluid . . . frequently, they are arranged in a circle surrounding a pale, indurated center . . . this arrangement is called a "doughnut" . . . no blister fluid has vesicant properties . . . lewisite and *nitrogen* mustard blisters are smaller . . . erythema is minimal or absent in the region of a lewisite blister . . . its fluid is cloudy, ethyldichlorarsine is absorbed and may produce systemic arsenic poisoning . . . absorption products of *nitrogen* mustard attack hemopoietic tissues and the nervous system . . . systemic effects may be fatal.

Prior to appearance of lesions and as soon as possible after contamination with "blister gases," excess of all chemical agents should be entirely blotted off with a dry cloth or other absorbent material . . . ether, lard, or linseed oil are effective solvents in place of dry blotting if used with care so as to avoid contaminating uninvolved skin . . . M-4 ointment should be rubbed vigorously into the skin for 30 seconds beginning at the outer edge of the contaminated area and working toward the center . . . wipe off ointment and repeat process 3 or 4 times . . . then wash with soap and water . . . M-4 ointment not to be used after redness appears . . . manifestations of *vapor* burns to be treated palliatively . . . for pain or severe itching use calamine lotion . . . alkaline solutions like 2 per cent sodium bicarbonate may be used

to bathe surface of the skin . . . blisters of chemical burns should be aspirated . . . compression bandage soaked with amyl salicylate should be applied over blisters daily for 4-8 days . . . then apply a dry dressing or vaseline gauze . . . severe burns may need plasma for shock.

Substances used to decontaminate or treat skin are harmful to eyes . . . do not use near the eyes.

"Tear gas" burns of skin are mild . . . if necessary, alkaline bath or antipruritic lotion or ointment will relieve symptoms.

2. Demonstration—Draw lesions on blackboard and point out differentiating points.
3. Questions.

TREATMENT OF GAS CASUALTIES

(Field Demonstration)

Eighth Period: One Hour

Place. Demonstration Area.

Text References. TM 8-285, Sec. I, II, III, IV and VI, Par. 18.

Instructional Aids.

Personnel. Gas casualty treatment section of any medical unit, 2 litter squads, 6 soldiers (demonstrators).

Equipment. 6 litters, complete equipment of treatment section. Simulated burn of forearm.

Transportation. Treatment section transportation.

Procedure. Conference and Demonstration.

1. Conference. Briefly discuss the purpose of the demonstration.
2. Demonstration.
 - a. Medical station is set-up ready to function, medical personnel dressed ready to handle gas casualties, i.e., with rubber gloves, rubber aprons, gas masks, etc.
 - b. One simulated tear gas casualty enters station, describes symptoms and is told that he should not have left his unit; also that the symptoms will clear up shortly.
 - c. Litter squad brings in a phosgene simulated casualty who has been prepared to look like gas casualty and he describes symptoms of a blue asphyxia casualty and is treated and prognosis given.
 - d. One walking wounded soldier enters station, states that he has a mustard burn and describes how he attempted personal decontamination—that was incorrect. Medical officer tells him how it should have been done. BARRS—see chart No. 39, page 136.
 - e. Walking wounded casualty with a white phosphorus burn enters station, describes first aid that he applied. However, particles are still smoldering and wound is treated in the station. The casualty is sent back to his unit since he has a small burn.
 - f. Litter case simulated phosgene casualty, grey asphyxia stage, symptoms described, case treated; station personnel cautioned not to administer morphine, alcohol, atropine, blood plasma, expectorants, sulfonamides, cardiac and respiratory stimulants, and to postpone surgery.

- g. Soldier (from CWS) enters station; states that in handling chlorpicrin he spilled some on his skin and shows a simulated burn that resulted. Burn is treated.

3. Questions and answers.

TREATMENT OF GAS CASUALTIES

(Written Examination)

Ninth Period: One Hour

Place. Classroom.

Text References. All previous references.

Instructional Aids.

Equipment. Blackboard, chalk, eraser, examination papers.

Procedure. Examination—Should be true or false, or fill in type.

TREATMENT OF GAS CASUALTIES

(Discussion)

Tenth Period: One Hour

Place. Classroom.

Text References. All previous references.

Instructional Aids.

Equipment. Blackboard and chalk. Graded examination papers.

Procedure. Discussion.

- a. Graded examination papers are passed out to the proper soldiers.
- b. Each question is read by the instructor and the correct answer given. Any answer marked wrong and brought up for question is considered by the instructor and the soldier is told why the answer given by him is incorrect.
- c. Questions. Any question relative to the medical aspects may be asked by the soldiers and answered by the instructor.
- d. Summarize previous instruction and emphasize practical importance to each individual.

MEDICAL AND SURGICAL NURSING

Purpose and Scope. The course in nursing is designed to give the medical soldier sufficient practical knowledge of the principles of medical and surgical nursing so that he will be able to perform the duties of a ward attendant, and to qualify as a junior medical or surgical technician with a minimum of additional training.

The instruction includes :

1. The basic principles of ward management.
2. Preparation of ward records.
3. Care and treatment of patients.
4. Ward diets.
5. Sterilization and care of surgical instruments and appliances.
6. The use of irrigating apparatus.
7. Care and use of ward equipment, such as bed pans and urinals.

Actual Time Allotted. 20 hours.

Text References. FM 8-45; AR 40-590, 40-1005, 40-1025; TM 8-260; TM 8-500; TM 8-220; TM 8-210.

Methods of Instruction. Conference, Demonstration and Application.

Standards of Proficiency. Each enlisted man to know:

1. The general rules of ward management.
2. The duties of ward master and ward attendants.
3. The care and safekeeping of medicine, alcohol, narcotics, whiskey and poisons.
4. How to prepare the ward records.
5. The different kinds of baths, and the taking and recording of temperatures, pulse and respiration.
6. How to make a hospital bed and change linen. The use of urinals and bed pans.
7. The care of the mouth, teeth, hair and nails of bed patients.
8. The application of ice bags, hot water bags, and hot and cold compresses.
9. The nomenclature, dosage and method of administration of the common medicines used in a ward.
10. The reconstitution of plasma.
11. The different diets and methods of serving.
12. The principles of sterilization and how to dress and redress minor surgical wounds.
13. The administration of hypodermic medications.
14. The administration of irrigations and enemas.
15. The care of rubber goods.

Note. (Whenever possible the instruction in this subject should be conducted in a practice or unused hospital ward).

MEDICAL AND SURGICAL NURSING
(Introduction: Ward Management in General)

First Period: One Hour

Place. Unused hospital ward.

Text References. AR 40-590; TM 8-220, Chapter 4; TM 8-260.

Instructional Aids.

Equipment. Use Charts No. 139, 140 and 141.

Procedure. Conference.

1. Briefly discuss the outline of the course. Include:
 - a. Arrangement of wards.
 - b. Responsibility for ward property.
 - c. Patient's property and effects.
 - d. Ward management, in general.
2. Questions on important points discussed during the conference.

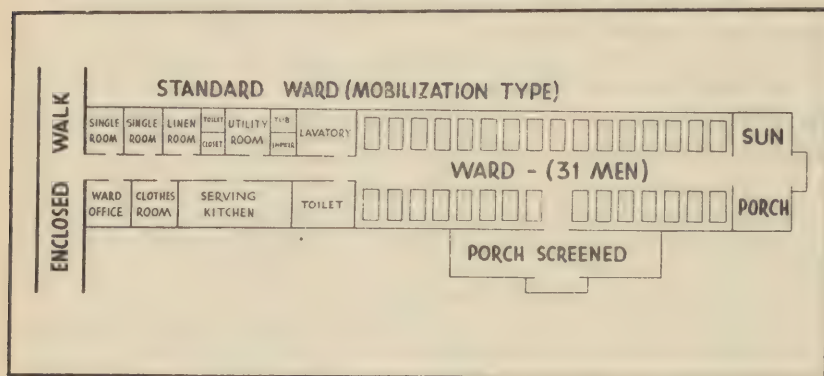


Chart No. 139

MEDICAL AND SURGICAL NURSING
(Ward Management)

Second Period: One Hour

Place. Unused hospital ward.

Text References. AR 40-590; TM 8-220, Chapter 4; TM 8-260.

Instructional Aids.

Personnel. Ward master, dressed in white uniform (demonstrator).

Equipment. Samples of reports and such equipment as discussed in conference.

Procedure. Conference.

1. Discuss and demonstrate:
 - a. Care of ward linen, soiled and clean.
 - b. Care of personal effects in case of patient's death.
 - c. Ward sanitation.
 - d. Conduct of ward personnel.
- e. Personal hygiene of ward attendants.
 - f. The wearing of the white uniform.
2. Questions on important points discussed during the conference.
3. Review of previous instruction.

MEDICAL AND SURGICAL NURSING

(Ward Management)

Third Period: One Hour

Place. Unused hospital ward.

Text References. AR 40-590; TM 8-220, Chapter 4; TM 8-260.

Instructional Aids.

Equipment. Use Chart No. 140.

Procedure. Conference.

1. Discuss and demonstrate:
 - a. Duties of ward master.
 - b. Duties of ward attendants.
 - c. Ward discipline.
 - d. Prison wards.
 - e. Care of ward supplies.
 - f. Care of—
 - (1) Medicines.
 - (2) Alcohol.
 - (3) Narcotics.
 - (4) Whiskey.
 - (5) Poisons.
2. Questions on important points discussed during the conference.

Duties of Ward Master

**SUPERVISE WORK OF WARD
ATTENDANTS**

**CARE OF WARD AND
WARD PROPERTY**

CARE AND EXCHANGE OF LINEN

**SUPERVISE KITCHEN AND
SERVING OF MEALS**

**SAFEKEEPING OF PATIENTS'
PROPERTY AND CLOTHING**

REQUISITION OF WARD SUPPLIES

WARD DISCIPLINE AND SANITATION

**COLLECTION AND DELIVERY OF
LABORATORY SPECIMENS**

**CARE AND DISPOSITION OF
BODY AFTER DEATH**

IN ABSENCE OF NURSE

ADMINISTER MEDICINES ORDERED
BY WARD SURGEON ... SAFEGUARD
ALCOHOL, NARCOTICS AND POISONS
• KEEP WARD RECORDS •

Chart No. 140

MEDICAL AND SURGICAL NURSING

(Ward Management)

Fourth Period: One Hour

Place. Unused hospital ward.

Text References. AR 40-590; TM 8-220, Chapter 4; TM 8-260.

Instructional Aids. None.

Procedure. Conference.

1. Review briefly the:
 - a. Duties of ward master.
 - b. Duties of ward attendants.
 - c. Care of ward supplies.
 - d. Care of—
 - (1) Medicines.
 - (2) Alcohol.
 - (3) Narcotics.
 - (4) Whiskey.
 - (5) Poisons.
2. Discuss and demonstrate the:
 - a. Isolation of infectious and non-infectious cases.
 - b. Care of seriously ill patients.
 - c. Care of insane.
 - d. Care of ward beds.
 - e. Care of furniture.
 - f. Linen disinfection.
 - g. Disposal of human waste.
 - h. Care of mail and telegrams.

MEDICAL AND SURGICAL NURSING
(Ward Records: Forms 73, 75 and 76, MD)

Fifth Period: One Hour

Place. Unused hospital ward.

Text References. AR 40-590, 40-1005, 40-1025; TM 8-220, Chapter 6.

Instructional Aids.

Personnel. All unit instructors.

Equipment. Use Charts No. 141, 142 and 143.

Individual Equipment. Forms 73, 75 and 76, MD, or mimeograph copies of these forms for each enlisted man.

Procedure. Conference, Demonstration and Application.

1. Conference. Discuss and illustrate the preparation of the:
 - a. Diet card (Form 73 MD).
 - b. Patient's property card (Form 75 MD).
 - c. Patient's property tag (Form 76 MD).
2. Practical Exercise. From data furnished by the instructor have each enlisted man prepare each of the above mentioned forms.

<div style="text-align: center;"> <p>Form 76 Medical Department, U. S. A. (Revised May 24, 1910)</p> <p>PROPERTY TAG</p> <p>STUB</p> <p>TO BE ATTACHED</p> <p>TO THE</p> <p>PROPERTY</p> <p>16-19070</p> </div> <hr style="border-top: 1px dashed black;"/> <div style="text-align: center;"> <p>Form 76 Medical Department, U. S. A. (Revised May 24, 1910)</p> <p>PROPERTY TAG</p> <p>TO BE TORN OFF</p> <p>AND GIVEN TO</p> <p>THE PATIENT</p> <p>16-19070</p> </div>	<div style="text-align: right; margin-bottom: 20px;"> <p>No. _____</p> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%; border-top: 1px dashed black; border-bottom: 1px dashed black; text-align: center;"> <p>(Name of Patient)</p> </div> <div style="width: 45%; border-top: 1px dashed black; border-bottom: 1px dashed black; text-align: center;"> <p>(Name of Hospital)</p> </div> </div> <div style="text-align: right; margin-top: 20px;"> <p>No. _____</p> </div> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%; border-top: 1px dashed black; border-bottom: 1px dashed black; text-align: center;"> <p>(Name of Patient)</p> </div> <div style="width: 45%; border-top: 1px dashed black; border-bottom: 1px dashed black; text-align: center;"> <p>(Name of Hospital)</p> </div> </div>
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Chart No. 141

MEDICAL AND SURGICAL NURSING

(Introduction: Nursing Care)

Seventh Period: One Hour**Place.** Unused hospital ward.**Text References.** TM 8-220, Chapter 4.**Instructional Aids.** None.**Procedure.** Conference.

1. Discuss.
 - a. Importance of good nursing care.
 - b. Mental and physical qualifications necessary to do the job.
 - c. How to make a patient comfortable.
 - d. Value of rest and cleanliness.
 - e. Observation and reporting of symptoms.

Note. Personal experiences and testimonials from the enlisted men who have been hospital patients will serve to illustrate the above points.

MEDICAL AND SURGICAL NURSING

(Care of Patients)

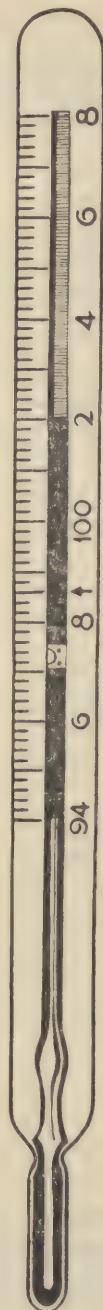
Eighth Period: One Hour**Place.** Unused hospital ward.**Text References.** AR 40-590; TM 8-220, Chapter 4.**Instructional Aids.**

Equipment. Use Chart No. 144; glass containing alcohol; small piece of gauze.

Individual Equipment. For each two enlisted men: one clinical thermometer; glass containing alcohol or other antiseptic solution; several packages of sterile gauze.

Procedure. Conference, Demonstration and Application.

1. Conference.
 - a. Discuss baths and bathing.
 - (1) Their purpose.
 - (2) Types.
 - (a) Bed bath.
 - (b) Sitz bath.
 - (c) Tepid sponge.
 - (d) Alcohol sponge.
 - (e) Bakes.
 - b. Discuss:
 - (1) Temperature.
 - (2) Respiration.
 - (3) Pulse.
2. Demonstration. The taking and recording of temperature, pulse and respiration.

**Chart No. 144**

3. Application. Use the coach and pupil method. Have each coach take and record temperature, pulse and respiration. Exercise should be supervised by squad instructors.

MEDICAL AND SURGICAL NURSING

(Care of Patients)

Ninth Period: One Hour

Place. Unused hospital ward.

Text References. AR 40-590; TM 8-220, Chapter 4.

Instructional Aids.

Equipment. Hospital bed; mattress; pillow; bed linen; urinal; bed pan; specimen bottles; labels.

Individual Equipment. One set of equipment listed above for each squad.

Procedure. Conference, Demonstration and Application.

1. Conference:
 - a. Care of the mouth, teeth, hair, and nails.
 - b. Care of the skin and back.
 - c. Prevention of bedsores.
 - d. How and when to use alcohol rubs.
 - e. Collection of specimens.
2. Demonstration.
 - a. Bed making.
 - b. Care and use of bed pans.
 - c. Care and use of urinals.
 - d. Labeling of specimen bottles.
3. Practical Exercise. Have various men make up a hospital bed properly. Have coaches demonstrate the care and use of the bed pan and urinal with pupils acting as patients; use the coach and pupil method.

MEDICAL AND SURGICAL NURSING

(Care of Patients)

Tenth Period: One Hour

Place. Unused hospital ward.

Text References. AR 40-590; TM 8-220, Chapter 4; TM 8-260.

Instructional Aids.

Equipment. Hospital bed; mattress; pillow; bed linen; wash basin; wash cloth; manikin (can substitute enlisted man); extra sheets; tags.

Individual Equipment. One set of the above equipment for each squad.

Procedure. Demonstration and Application.

1. Demonstration.
 - a. Change of linen with patient in bed.
 - b. Bed bathing.
 - c. Care and disposal of the deceased.
2. Practical Exercise. Using manikins (or enlisted men) for patients, have students give a bed bath, then change linen with patient in bed. Similarly, have students render care to the deceased.

MEDICAL AND SURGICAL NURSING

(Treatments)

Eleventh Period: One Hour**Place.** Unused hospital ward.**Text References.** AR 40-590; TM 8-220, Chapter 4.**Instructional Aids.****Personnel.** One demonstrator.**Equipment.** One ice bag; hot water bag; thermat heat pad; hypodermic syringe; teaspoon; water; alcohol lamp; basin; compresses; irrigating syringe; absorbent cotton.**Individual Equipment.** Hypodermic syringe; teaspoon; water and alcohol lamp for each squad.**Procedure.** Conference, Demonstration and Application.

1. Conference.
 - a. Routine administration of medicines, orally and hypodermically.
 - b. Use of ice bags.
 - c. Use of hot water bags and thermat heat pads.
 - d. Use of hot and cold compresses.
 - e. Use of irrigations.
2. Demonstration.
 - a. Use of the ice bag, hot water bag and thermat heat pad.
 - b. Preparation of hypodermic medication.
 - c. Method of irrigating the eye.
3. Practical Exercise. Use the coach and pupil method; have students prepare a hypodermic medication.

MEDICAL AND SURGICAL NURSING

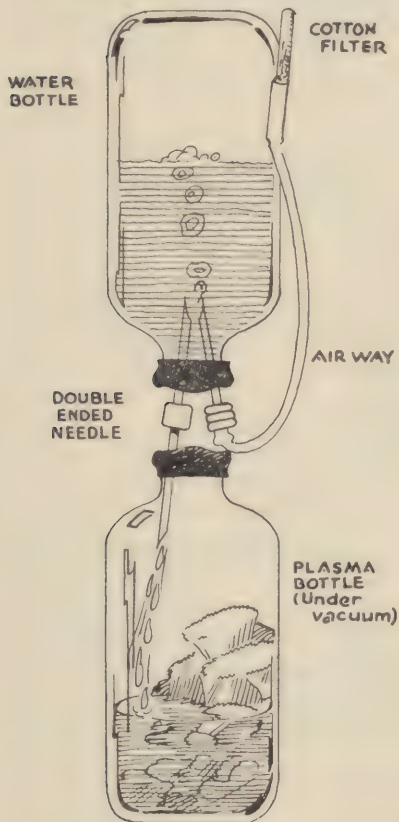
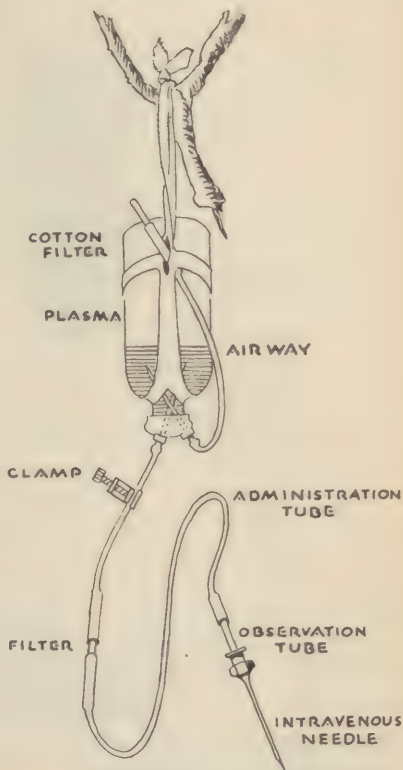
(Treatments)

Twelfth Period: One Hour**Place.** Unused hospital ward.**Text References.** AR 40-590; TM 8-220, Chapter 4.**Instructional Aids.****Personnel.** One demonstrator.**Equipment.** Irrigating can; hypodermic syringe; water; compresses; piece of rubber inner-tube; manikin, if available; syrette; iodine; alcohol; absorbent cotton.**Individual Equipment.** One set of the above mentioned equipment for each squad.**Procedure.** Conference, Demonstration and Application.

1. Conference.
 - a. Use and preparation of enemas.
 - b. Use of morphine syrettes.
2. Demonstration.
 - a. Injection of hypodermic medication. (Rubber inner-tube to simulate skin).
 - b. Use of the syrette.
 - c. Preparation and administration of a soap-suds enema (using manikin).
3. Practical Exercise. Coach and pupil method—have students make a hypodermic injection. Have students prepare for the administration of an enema.

MEDICAL AND SURGICAL NURSING

(Intravenous Therapy)

Thirteenth Period: One Hour**Place.** Unused hospital ward.**Text References.** TM 8-260.**Instructional Aids.****Equipment.** Use Chart No. 145, 146 and 147; Demonstration plasma set;**Chart No. 145****Chart No. 146****Procedure.** Conference and Demonstration.

1. Conference.
 - a. Use of plasma in preventing and combatting shock.
 - b. Blood transfusion.
 - c. Intravenous administration of albumen.
2. Demonstration.
 - a. Show FS 8-51.
 - b. Demonstrate the reconstitution of plasma, using demonstration set.
 - c. Show how set can be used for blood transfusion.
3. Answer questions and have students inspect the demonstration set.

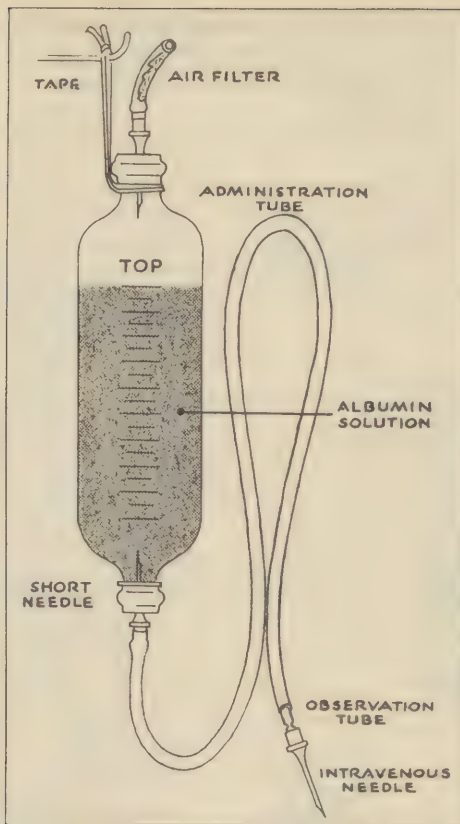


Chart No. 147

MEDICAL AND SURGICAL NURSING (Oral and Practical Test)

Fourteenth Period: Two Hours

Place. Unused hospital ward.

Text References. All previous text references.

Instructional Aids. None.

Individual Equipment. Clinical thermometer; bed pan; urinal; irrigating can; bed; mattress; pillow; bed linen; hypodermic syringe; alcohol lamp; teaspoon; water; iodine; alcohol; absorbent cotton; compresses; piece of inner tube.

Procedure. Oral test: Use the card system of testing. Prepare questions that cover all subject matter discussed since last test. Practical test to cover the following:

1. Taking and recording of temperature, pulse and respiration.
2. Making of hospital bed and change of linen with patient in bed.
3. Use of bed pan and urinal.
4. Preparation of an enema.
5. Preparation and administration of hypodermic medication.

MEDICAL AND SURGICAL NURSING

(Hospital Diets)

Fifteenth Period: One Hour**Place.** Unused hospital ward.**Text References.** TM 8-220, Sec. IV, Chapter 6; TM 8-500.**Instructional Aids.****Personnel.** One demonstrator.**Equipment.** Feeding tube; serving tray; dishes.**Procedure.** Conference and Demonstration.

1. Conference.
 - a. Diets.

(1) Liquid.	(3) Light.	(5) Special.
(2) Soft.	(4) Regular.	
 - b. Feeding of patients.
 - c. Preparation and use of the serving tray.
 - d. Use of the feeding tube.
 - e. Breakdown of the consolidated diet according to the ward diet card.
2. Demonstration. Demonstrate the preparation of a serving tray and the use of the feeding tube.
3. Question on important points discussed.

MEDICAL AND SURGICAL NURSING

(Sterilization and Care of Surgical Instruments)

Sixteenth Period: Two Hours**Place.** Unused hospital ward.**Text References.** TM 8-220.**Instructional Aids.****Personnel.** One assistant.**Equipment.** Small operating case sterilizer; several hand basins; one to contain water, and another, antiseptic solution; a jar of green soap; hand brush; a pair of rubber gloves.**Procedure.** Conference, Demonstration, and Discussion.

1. Conference.
 - a. The cleanliness and sanitation of operating room and dressing room.
 - b. The care and preservation of surgical equipment.
 - c. The sterilization of instruments.
 - d. The cleansing of the operator's hands. Use of sterile gowns.
 - e. The nomenclature and care of common surgical instruments and appliances used in dressing and operating rooms.
2. Demonstration.
 - a. Sterilization of surgical instruments.
 - b. Dressing and redressing of surgical wounds.
 - c. How the nurses and doctors scrub their hands and don sterile gowns before surgery.
3. Discussion of important points presented.

MEDICAL AND SURGICAL NURSING

(Oral and Practical Test)

Seventeenth Period: Two Hours

Place. Unused hospital ward.

Text References. All previous references.

Instructional Aids. None.

Individual Equipment. Clinical thermometer for each six enlisted men; bed, mattress, pillow, bed linen, wash basin, wash cloth, bed pan and urinal for each twelve enlisted men.

Procedure. Oral and Applicatory Examination.

1. Oral Quiz. Card system of testing, questions to cover all subject matter previously discussed.
2. Practical Exercise. To include bed making, the changing of linen with patient in bed, the use of urinal and bed pan, the taking of and recording of pulse, temperature and respiration, and bed bathing.

MATERIA MEDICA AND PHARMACY

Purpose and Scope. The purpose of this course is to give the medical department soldier the fundamentals of materia medica and pharmacy that he may have to apply in field medical service. The course covers only those drugs and medicinal agents which the medical private, basic, might have to administer and only those pharmaceutical procedures which he might have to use. The more advanced and detailed knowledge of drugs and pharmaceutical procedures needed by medical, surgical and pharmacy technicians will be given in courses for such technicians. The additional drugs contained in special medical equipment for the various branches and the different climates are not covered in detail.

Actual Time Allotted. 7 hours.

Text References. TM 8-210, TM 8-20, TM 8-233, M.D. Sup. Cat., T/E, TBA.

Methods of Instruction. Conference, coach and pupil, group and demonstration with application and examination (Practical exercises).

Note:—The instruction will be more successful if given to small groups of men (20 to 30 or less).

Standard of Proficiency. Each man should have an adequate knowledge of the drugs which the medical private, basic, might be expected to use in field service. He should know the names of these drugs, their physical properties, their indications, their average dose, their normal physiological effects, their toxic effects and where they are carried in the medical field equipment.

MATERIA MEDICA AND PHARMACY

First Period: One Hour

Place. Classroom.

Text References. TM 8-220, Medical Department Soldier's Handbook or any other standard text; TM 8-233, Manual for Pharmacy Technicians.

Instructional Aids.

Equipment. Use Charts No. 148 and 149. Blackboard, various forms of medicine including powders, pills, tablets, capsules, ointments, liquids, ampules, etc. Medicine glass or vial, dropper, teaspoon, tablespoon, glass tumbler.

Procedure. Conference.

1. a. Define: (1) Materia medica. (2) Pharmacy. (3) Therapeutics.
 b. Explain the importance of these subjects to the medical soldier.
2. Discuss:
 - a. Derivation of drugs (briefly).
 - b. Properties of drugs.
 - (1) Physical—(Demonstrate).

(a) Solid, liquid or gas.	(c) Taste.
(b) Color.	(d) Odor.
 - c. Physiological actions of drugs. (Explain briefly)
 - (1) Normal and toxic.
 - (2) Define and explain in a *simple manner*—antiseptics, analgesics, hypnotics, cathartics, narcotics, emetics, antipyretics, expectorants.

torants, carminatives, stimulants, specifics—i.e., atabrine, sulfa drugs, etc.

d. Administration of drugs.

(1) Routes.

(2) Forms in which administered—powders, pills, tablets, capsules, liquids, ampules, ointments, etc. (Demonstrate).

e. Dosages.

(1) Importance.

(2) Methods of weighing or measuring. (Demonstrate relative sizes or amounts. Mention apothecary and metric systems only).

(3) Minimum, maximum and overdosage.

3. Summary of hour with or without oral quiz.

■ USES OF DRUGS

TYPE	EFFECT...	EXAMPLE
ANALGESICS	EASE PAIN	ASPIRIN (ACETYSALICYLIC ACID) ACETOPHENETIDIN
ANTIPYRETICS	REDUCE FEVER	ASPIRIN
ANTISEPTICS	KILL GERMS	TINCTURE OF IODINE
CATHARTICS	MOVE THE BOWELS	EPSOM SALTS (MAGNESIUM SULPHATE) COMPOUND CATHARTIC PILL
EMETICS	PRODUCE VOMITING	APOMORPHINE
EXPECTORANTS	INCREASE RESPIRATORY SECRETIONS	AMMONIUM CHLORIDE
HYPNOTICS	PRODUCE SLEEP	PHENOBARBITAL
NARCOTICS	KILL PAIN	MORPHINE TARTRATE
STIMULANTS	INCREASE VITAL BODY ACTIVITIES	AROMATIC AMMONIA CAFFEINE

Chart No. 148

MATERIA MEDICA AND PHARMACY

Second Period: One Hour

Place. Classroom.

Text References. T/E, T/BA and M.D. Sup. Cat.

Instructional Aids.

Personnel. 2 enlisted men (assistants).

Equipment. Use Chart No. 150. Blackboard. Available equipment listed in paragraph 3.

FORMS of DRUGS

1. POWDERS
2. PILLS
3. TABLETS
4. CAPSULES
5. LIQUIDS
6. AMPULES
7. OINTMENTS

Chart No. 149

ADMINISTRATION of DRUGS

1. ORAL
2. APPLICATION—DIRECT
3. INUNCTION
4. INHALATION—ANESTHESIA
5. HYPODERMICS
6. INTRAVENOUS

Chart No. 150

Procedure. Conference, Demonstration and Examination.

1. Conference. Discuss use of drugs in the field.
2. Demonstrate the administration of drugs in the field.
 - a. Oral.
 - b. Application—direct.
 - c. Inunction.
 - d. Inhalation—anesthesia.
 - e. Hypodermics.
 - f. Intravenous.
3. Display all available units of field equipment containing drugs.

Equipment: First Aid Packet; Kit, Medical Private; Kit, Medical NCO; Kit, Medical Officer; 97565 Chest, M.D. No. 1; 97570 Chest, M.D. No. 2; Chest, M.D. No. 60; 97526 Chest, Drugs; 97642 Chest, Surgical supplies "A"; Chest, Surgical supplies "B"; Kit, Dental Private; Kit, Dental Officer; First Aid Kit, Motor Vehicle, 24 unit; First Aid Kit, Motor Vehicle, 12 unit; 97825 Box, Surgical Dressings; 97759 Gas Casualty Chest; 97764 Kit, First Aid Gas Casualty; 97639 Chest, Plasma; 97762 Kit, First Aid Arctic; 97763 Kit, First Aid Jungle; 97107 Kit, Jungle, Medical Individual; 97615 Chest Medical Pack "A"; 97620 Chest Medical Pack "B"; Special Air Force Chests and Kits.

4. Oral quiz on material covered in first and second periods.

MATERIA MEDICA AND PHARMACY

Third Period: One Hour

Place. Classroom.

Text References. Same as first period. Also T/E, T/BA and M.D. Sup. Cat.

Instructional Aids.

Personnel. Two N.C.O.s to assist.

Equipment. Blackboard; Kit, Medical Pvt.; Kit, Medical N.C.O.; Kit, Medical Officer; Extra samples of drugs contained in above kits.

Individual Equipment. Kit, Medical Private.

Procedure. Conference, Demonstration and Practical Exercise.

1. Conference. Discuss and demonstrate the following drugs contained in Kit, Medical Officer. The physical properties, main therapeutic uses, average dosage, toxicity and method of administration of each drug should be covered.

Ammonia, aromatic

Iodine, Tincture

Acetophenetidin

Acid, acetylsalicylic

Compound Cathartic Pill

Glycyrrhiza and Opium

Cpd. Mixture

Ipecac and Opium powder

The drugs contained in the hypodermic set of the Kit, Medical Officer should be demonstrated and referred to only briefly since they will not be administered by a medical private, basic.

2. Practical Exercise. Each man to become familiar with the physical character (solid or liquid, color, smell and taste) of all medicinal agents listed above by actual experience, handling, examining and tasting.
3. By coach and pupil method have men cover each of drugs listed in Par. 1. This may be combined with procedure in Par. 2.
4. Summary of hour or review by oral quizzing.

MATERIA MEDICA AND PHARMACY

Fourth Period: One Hour

Place. Classroom.

Text References. Same as for first and third period.

Instructional Aids.

Personnel. Two men to display equipment and set up chest.

Equipment. Blackboard, Chest, M.D. No. 1; Chest M.D. No. 2 with contents.

Procedure. Conference, Demonstration and Practical Exercise.

1. Chest M.D., No. 1—Top and bottom trays. Only medicinal agent present are the iodine swabs in boxes.
2. Chest M.D., No. 2—Start with top tray and discuss and have men study drugs contained therein, as outlined in third period, paragraphs 1, 2 and 3. The drugs to be studied in Chest M.D. No. 2 should be proportioned equally between this hour and the two hours to follow, but do not fail to emphasize where each drug is to be found.
3. Review with oral quiz on the drugs discussed in third and fourth periods.

MATERIA MEDICA AND PHARMACY

Fifth Period: One Hour

Place. Classroom.

Text References. Same as for first and third period.

Instructional Aids.

Personnel. Same as for fourth period.

Equipment. Same as for fourth period.

Procedure. Conference, Demonstration and Practical Exercise.

1. Chest, M.D. No. 2—Continue with medicinals in this chest as done in previous period.
2. Review with oral quiz. (Card system may be utilized if desired).

MATERIA MEDICA AND PHARMACY

Sixth Period: One Hour

Place. Classroom.

Text References. Same as for third period.

Personnel. Same as for fourth period.

Equipment. Same as for fourth period.

Procedure. Conference, Demonstration and Practical Exercise.

1. Chest, M.D. No. 2—Middle tray and bottom tray. Complete study of drugs in Chest M.D. No. 2, during this hour in the same manner as in the two previous periods.
2. Review again with oral quiz.

MATERIA MEDICA AND PHARMACY

Seventh Period: One Hour

Place. Classroom.

Text References. All previous references.

Instructional Aids.

Equipment. Drugs contained in kit medical private; kit, medical NCO; kit, medical officer; Chest, M.D. No. 1 and Chest, M.D. No. 2.

Procedure.

1. Oral quiz or written examination. Demonstrate drug, container, etc. and have enlisted men identify them and give their properties, indications, location in medical equipment, etc.
2. Summarize the course by a critique on the examination or by some orderly form of discussion.

HEAVY TENT PITCHING

Purpose and Scope. To instruct the men by the group method of instruction and by application in the correct method of pitching and striking the pyramidal tent, the latrine screen, the ward tent, and the squad tent with efficiency as to time and manner. Instruction in the care and storage of these tents and screens will be given. Knowledge of proper handling of these tents should enable an enlisted man to satisfactorily pitch and strike the other commonly used tentage.

Actual Time Allotted. 12 hours.

Text References. FM 21-15, incl. C-6, 30 March, 1943, sections VI and VII; FM 8-5, App. I; FS 7-18, FS 7-19, FS 7-22, FS 8-39.

Method of Instruction. Group performance method of instruction to be followed by period of application.

Standard of Proficiency. The men should know:

1. How to select satisfactory sites for the erection of tentage.
2. The necessity of plotting an area so that tents will be erected in orderly fashion, both as to alinement and relationship to other tentage (in case of ward tents).
3. The proper method of driving stakes, or fastening ropes, and the precautions to be taken under various weather conditions.
4. The principles of proper care and preservation of canvas.

HEAVY TENT PITCHING

(Pyramidal Tent)

First Period: Two Hours

Place. Demonstration Area.

Text References. FM 21-15, par. 27, p. 49-52; FS 7-18.

Instructional Aids.

Personnel. Noncommissioned officer instructor and a 4 man demonstration team.

Equipment. Use Charts No. 151 and 152; one complete basic unit set pyramidal tent; 28 large tent pins; 28 small tent pins; two mauls for each tent; numbered placards for each demonstrator.

Individual Equipment. Field or fatigue uniform.

Procedure. Group Method.

1. All available tents should be arranged around the demonstration tent so that men working at these tents can see the demonstration.
2. The instructor places four men and a noncommissioned officer at each one of the available tents.

PITCHING PYRAMIDAL TENT

**1. UNFOLDING TENT;
DRIVING CORNER WALL
LOOP PINS.**

**2. DRIVING REMAINING WALL
LOOP PINS;
DRIVING CORNER GUY
ROPE PINS;
INSERTING POLE.**

**3. RAISING TENT;
DRIVING REMAINING
GUY ROPE PINS;
INSERTING CORNER
UPRIGHTS.**

Chart No. 151

3. The instructor describes each step, and then the demonstration squad applies it. The students then imitate each step while the instructor again explains the step as the men work. Errors are corrected by the noncommissioned officer assistants.
4. The instructor discusses the size, uses, and care of pyramidal tents.
5. The step by step procedure is as follows:

PITCHING THE PYRAMIDAL TENT BY STEPS. (Four men.)

Step No. 1. Unfolding the Tent; Driving the Corner Wall Loop Pins. Numbers two and three unfold the tent over the area which it is to occupy while the number one man obtains six short pins and the number four man obtains two mauls, one of which he places on the right side of the tent and the other on the left. All men then grasp their respective tent corners with the number one man at the right front corner, number two at the right rear, and so on. Numbers two and three now pull their corners to the rear with numbers one and four holding fast. (The tent is now lying on the ground with the inner surface down.) The number one man fastens the door. Numbers one and two men drive the right front and right rear corner pins, and numbers three and four men drive the left front and left rear corner pins.

Step No. 2. Driving Remaining Wall Loop and Corner Guy Rope Pins; Inserting the Pole. Each man now secures six short pins and places them on a line with each wall loop. Number one man places his at the front, number two at the right, three at the rear and four at the left. Numbers one and three men drive the pins while numbers two and four align them. Now each man secures one long pin and proceeds to his respective corner; he measures out three and one-half pin lengths diagonally from the corner, aligns the pin with the opposite corner and drives it. Then numbers one and two men secure the pole and place it under the tent. While this is being done the numbers three and four men secure the hood and place it on the top of the pole so that the opening is to the front. Each man secures his respective corner rope.

Step No. 3. Tent Raised; Driving Remaining Guy Rope Pins; Corner Uprights Inserted. Numbers one and two enter the tent and take the top of the pole, number three enters and takes the bottom, and number four remains outside at the rear of the tent. When the one and two men grasp the pole they raise it shoulder high. At the command "RAISE" the pole is brought to an upright position. The numbers one and three men remain at the pole while the numbers two and four men secure their respective corner guy ropes. Then each man secures six long pins and places them on his side of the tent. Numbers two and four drive them while numbers three and one align them. All men now fasten the guy and hood ropes and each man secures one corner upright and places it under his corner. The area is policed. All mauls, extra pins, etc., are brought to the front of the tent.

An opportunity should now be given students to ask questions.

STRIKING AND FOLDING THE PYRAMIDAL TENT BY STEPS.

(Four men.)

Step No. 1. Removing Pins and Loosening Ropes. Numbers one and

three men pull all short pins except the right and left rear corner pins and remove the corner uprights bringing them all up front. While this is being done the numbers two and four men remove all long pins except the four corner guy pins, and bring them up front. They also unfasten the hood ropes and slacken all guy ropes, except the four corner guy ropes.

Step No. 2. Striking Tent. Numbers one, two and three men now enter the tent and number four goes to the rear where he grasps the hood ropes. At the command "DOWN" the tent is lowered to the ground, toward the rear. The number four man folds the hood while the rest of the men remove the pole, bring it up front, and then remove the four corner guy pins and bring them up front.

Step No. 3. Folding the Tent. Numbers two and three men now go to the top of the tent and pull it as far to the rear as the two remaining pins will permit. Numbers one and four men go to the two front corners, and straighten out the tent. Then numbers one and four men grasp their respective corner wall loops and individually walk to the opposite corner and return. (This movement folds the two side walls.) They then straighten out the door and pull out the two corner pins. (The front and rear sides of the tent are now lying smooth and flat and the two sidewalls folded inward, each on itself.) The numbers two and three men place the hood in the top ring and begin to fold from the top toward the bottom, each fold being about two feet wide—the last fold should reach the wall seam. All men now proceed to the bottom of the tent and grasp the edge, folding it upwards until the wall seam is exposed. (The final fold of the top of the tent (the ring) should be withheld until the fold is made from the bottom so the ring will be lying on top). (All ropes are laid on the folded canvas) except the two on the center width. While numbers one and four go to their respective sides and fold the tent towards the middle, securing it with the two remaining ropes, numbers two and three police the area.

This concludes the demonstration using four men for pitching and striking a pyramidal tent. An opportunity should now be given men to ask questions.

STRIKING PYRAMIDAL TENT

- 1. REMOVING PINS;
SLACKENING ROPES.**
- 2. REMOVING TENT POLE.**
- 3. FOLDING TENT.**

Chart No. 152

HEAVY TENT PITCHING (Latrine Screen) **Second Period: Two Hours**

Place. Demonstration Area.

Text References. FM 21-15, par. 28-30, p. 53-56, FS 7-22.

Instructional Aids.

Personnel. Noncommissioned officer instructor and a 4 man demonstration team.

Equipment. Use Charts No. 153 and 154; one complete basic unit set latrine screen; latrine screen, 8 short pins, 7 guy ropes, 2 mauls for each screen, numbered placards for each demonstrator.

Individual Equipment. Field or fatigue uniform.

Procedure. Group Method.

1. All available screens should be arranged around the demonstration screen so that men working at these screens can see the entire demonstration.
2. The instructor places a noncommissioned officer and four men at each one of the available screens.
3. The instructor describes each step and then has the demonstration team apply it. The students then imitate each step while the instructor again explains each step as the men work. Errors are corrected by the noncommissioned officer assistants.
4. The instructor discusses the size, uses and care of the latrine screen.
5. The step by step procedure is as follows:

PITCHING THE LATRINE SCREEN BY STEPS. (Four men.)

Step No. 1. Unfolding the Canvas.

No. 1 man procures and distributes 8 short pins around the designated area. He drives the pin for the inside corner of the entrance, and ties the short tie rope on the bottom of the screen to this pin.

No. 2 man places a guy rope with each of the other pins.

No. 3 and 4 men untie and unfold the canvas, and place it over the designated area.

Step No. 2. Placing and Securing the Center Ridge Pole.

Nos. 3 and 4 men insert the pikes of 3 uprights in the center ridge pole, and hold it upright in place until it is secured by guy ropes. (The position of the ridge poles and uprights is determined by the tie ropes on the canvas).

Nos. 1 and 2 men raise the canvas on the outside of the inner and rear uprights, and tie it with the short tie ropes on the top of the screen to the ridge pole, so that the bottom is about 6 inches from the ground. They then procure sledges, measure 2 paces from the front center upright and drive two guy rope pins, each at an angle of 45 degrees from the pole, sloping toward the pole at an angle of 30 degrees. They then place and tighten guy ropes. They then drive a third guy rope pin, 1 pace from the rear center upright, in line with the three uprights, and place and tighten the guy rope.

PITCHING LATRINE SCREEN

1.UNFOLD CANVAS

2.PLACING CENTER RIDGE POLE

3.PLACING SHORT RIDGE POLE

4.PLACING OUTER LONG RIDGE POLE

5.TIGHTENING CANVAS

Chart No. 153

Step No. 3. Placing and Securing the Short Ridge Pole.

Nos. 3 and 4 men insert the pikes of two uprights in the short ridge pole, and hold it upright in place, until secured by guy ropes.

Nos. 1 and 2 stretch the canvas on the outer side of uprights, and tie (as in step No. 2). They then drive guy rope pins diagonally, 2 paces from the uprights, aligning them with the opposite uprights of the center ridge pole, then place and tighten guy ropes.

Step No. 4. Placing and Securing the Remaining Ridge Pole.

Nos. 3 and 4 men procure the remaining ridge pole. Before assembling it, the loop of the long tie rope from the top of the inside corner of the entrance is placed over the ridge pole. The ridge pole and uprights are then assembled and held upright in place until secured by guy ropes.

Nos. 1 and 2 stretch the canvas on the outer side of uprights, and tie (as in steps Nos. 2 and 3). They then tie the top of the outside corner of the entrance to the center ridge pole. They drive guy rope pins diagonally 2 paces from the poles, aligning them with the opposite uprights of the center ridge pole, then place and tighten guy ropes, (as in Step No. 3).

Step No. 5. Tightening the Canvas.

Nos. 1 and 2 tighten the long tie rope from the top of the inside corner of the entrance.

Nos. 3 and 4 tie all short tie ropes on the bottom of the screen to uprights. Any slack is taken out of the screen by a final tightening of the guy ropes and if necessary, by slightly shifting the uprights. All men police the area.

STRIKING THE LATRINE SCREEN BY STEPS**Step No. 1. Loosening Ropes of Canvas Screen.**

Nos. 3 and 4 men untie the lower tie ropes on each upright.

Nos. 1 and 2 untie the top of the outside corner of the entrance from the center ridge pole, and untie the inside corner of the entrance from the pin.

Step No. 2. Removing the Outer Long Ridge Pole.

Nos. 1 and 2 men remove and roll the guy ropes, and bring them up front.

Nos. 3 and 4 men, from inside the screen hold uprights and untie upper tie ropes, then bring ridge pole and uprights up front and pile them.

Step No. 3. Removing the Short Ridge Pole.

Same as Step No. 2.

Nos. 1 and 2 men remove and roll the guy ropes, and bring them up front.

Nos. 3 and 4 men from inside the screen hold uprights and untie upper tie ropes, then bring ridge pole and uprights up and pile them.

Step No. 4. Removing Center Ridge Pole.

Same as Steps Nos. 2 and 3.

Nos. 1 and 2 men remove and roll the guy ropes, and bring them up front.

Nos. 3 and 4 men, from inside the screen, hold uprights and untie upper tie ropes, then bring ridge pole and uprights up front and pile them.

All men then pull all pins and bring them up front.

Step No. 5. Folding the Canvas.

Nos. 1 and 2 men at one end, and Nos. 3 and 4 men at the other, stretch the canvas to its full length and smooth it out.

Nos. 1 and 2 then carry their end to Nos. 3 and 4, making the first fold.

Nos. 3 and 4 then carry their end to Nos. 1 and 2, making the second fold.

All men then fold either the top or bottom edge, one third of the width of the screen; the other edge is then folded over this fold.

The tie ropes and all guy ropes, except one, are put inside the folds at one end of the screen.

Nos. 1 and 4 men go to the ends of the screen and fold it toward the center, securing it with the remaining guy rope, while Nos. 2 and 3 men police the area.

Nos. 1 and 4 men lay the guy rope over the center of the bundle and turn the bundle over on the rope. The ends of the rope are crossed over the new top of the bundle. The bundle is turned over again on the crossed ropes and tied.

STRIKING LATRINE SCREEN

1. LOOSENING CANVAS

2. REMOVING OUTER LONG RIDGE POLE

3. REMOVING SHORT RIDGE POLE

4. REMOVING CENTER RIDGE POLE

5. FOLDING CANVAS

Chart No. 154

HEAVY TENT PITCHING

(Ward Tent)

Third Period: Three Hours

Place. Demonstration Area.

Text References. FM 8-5, App. I; FS 8-39.

Instructional Aids.

Personnel. One noncommissioned officer and eight enlisted men to demonstrate and other available qualified assistants to check the students' tents.

Equipment. Use Charts No. 155 and 156; one ward tent, complete for each eight men; one box large pins (100); one box short pins (100); four mauls or axes. Numbered placards for each demonstrator.

Individual Equipment. Field or fatigue uniform.

Procedure. Group Method.

1. All available tents should be arranged around the demonstration tent so that men working at these tents can see the demonstration.
2. The instructor places eight men and a noncommissioned officer at each one of the available tents.
3. The instructor describes each step and then the demonstration squad applies it. The students then imitate each step while the instructor again explains the step as the men work. Errors are corrected by the noncommissioned officer assistants.

4. The instructor discusses the size, uses and care of the ward tents.
5. The step by step procedure is as follows:

DEMONSTRATION BY STEPS. (Eight men.)

(a) Designation of landmarks on the tent. The ends and sides of the tent are numbered 1-2-3-4, beginning at the front end and continuing clockwise. The poles are numbered from front to rear 1-2-3-4 as are the rings at the top of the tent.

(b) Organization of the tent pitching squad. A squad of eight men and one noncommissioned officer are required. The squad is counted off dividing the squad into the customary four sets of files or minor squads, number 1-2-3-4 from right to left.

Each file work at an end or side as follows:

No. 1 File—The front end (including the right front corner and No. 1 pole)

No. 2 File—The right side (including the right rear corner and No. 2 pole).

No. 3 File—The rear end (including the left rear corner and No. 3 pole).

No. 4 File—The left side (including the left front corner and No. 4 pole).

(c) Pitching ward tents by steps. After designating the direction in which the tent will face and placing a marker for the right front corner, the noncommissioned officer commands: "PITCH TENT." The squad proceeds as follows:

Step No. 1. Distribution of Corner and Door Wall Loop Pins; Unrolling the Tent.

All rear rank men secure an axe or maul and place it at the side or end of the tent at which they are to work.

No. 1 front rank secures eight short pins and proceeds to the right front corner of the tent area, throwing a pin to each corner of the tent area and two pins to each end for the fixing of the doors. He places the right front corner pin at the marker where it is driven by No. 1 rear rank.

Remainder of squad unroll the tent.

Step No. 2. Unfolding the Tent; Fixing the Doors; Driving the Corner Wall Loop Pins.

All men—Throw all hoods and storm guys to the front of the tent.

Nos. 1 and 3 files—Pull out the doors of the tent; all men then go to the bottom of the tent, grasping the top skirt, pulling the skirt to the left so that the inner surface of the tent is on the ground. The men then drop the skirt and walk over the tent to the other side grasping the skirt and pulling it so that the No. 1 file can put the corner wall loop on their corner pin; the men then drop the skirt and go to their respective rings, pulling them to the right until rings are about 18 inches inside the right skirt.

PITCHING WARD TENT

1. DISTRIBUTING CORNER+DOOR WALL LOOP PINS; UNROLLING TENT

2. UNFOLDING TENT

3. FIXING DOORS; DRIVING CORNER WALL LOOP PINS

4. DISTRIBUTING REMAINING PINS; DRIVING CORNER GUY ROPE PINS

5. DRIVING REMAINING PINS

6. INSERTING TENT POLES; PLACING HOODS+ STORM GUY ROPES

7. RAISING TENT

8. POLICING AREA

Chart No. 155

Nos. 1 and 3 files—Fix the doors, No. 1 file taking care of the front door and No. 3 file the rear door. The door is tied by overlapping the folds of the door in place and placing a short pin through the wall loops on each side at the junction of the door.

No. 4 file—The front rank man, inserting a short pin through the left front corner wall loop, pulls the front of the tent taut. When aligned by the noncommissioned officer, he moves the pin in 6 inches toward the right front corner for slack. The pin is driven by the rear rank.

No. 2 file—Does likewise after No. 4 file drives their pin.

No. 3 file—Stretches the tent to the left and rear to its fullest extent. The front rank man inserting a short pin through corner wall loop moves it 8 inches toward the center of the tent. The rear rank man then drives the pin. In the meantime, the files are unrolling the storm guys.

Step No. 3. Distribution of all Remaining Pins; Driving the Corner Guy Rope Pins.

All men—Secure sufficient pins for respective sides or ends of the tent. The front rank men get short pins and place one at each wall loop while the rear rank men get long pins and place one in line with each wall loop along the guy pin line. (Long pins: 64; 24 to each side, 8 to each end. Short pins: 44; 20 to each side, 2 to each end. Corner wall pins are already in, the two pins used in tying doors can be used at each end).

All front rank men—Place the corner guy pins in position. The pins are driven by the rear rank men. The position of the corner guy pins is $4\frac{1}{2}$ long pin lengths from the corner pin and in line with the eighth wall loop of the opposite side of the tent. Fix alignment ropes. NOTE: For the purpose of training and demonstrations it is considered good practice to use alignment ropes for the alignment of all pins.

Procure and fix alignment ropes (the storm guy ropes are used for this purpose). One set of ropes is stretched between the four corner wall pins and another set between the four corner guy pins. All pins are driven outside the alignment ropes.

Step No. 4. Driving the Remaining Pins.

All men—Drive all pins. The wall pins are driven straight into the ground, one for each wall loop. The guy pins are driven sloping toward the tent at a 30-degree angle, one in line with each wall loop and on the guy pin line which extends between all corner guy pins. The front rank men drive them. When Nos. 1 and 3 files have finished driving their pins they assist Nos. 2 and 4 files, respectively. (This equalizes the pin driving).

Remove the alignment ropes, placing two opposite each ring on the right side of the tent.

Place all guy ropes, fully slackened and in proper order, over the second notch of the guy pins. (Make certain that the correct rope—the one sewn in the canvas and extending to the ring—is used as the corner guy rope). Untie the doors and remove the four corner wall loops from the corner wall pins.

Step No. 5. Inserting the Tent Poles; Hoods and Storm Guy Ropes in Place, Preparatory to Raising Tent.

All front rank men—Insert their pole through their respective ring of the tent, putting the butt of the pole through the ring first and then the pike of the pole through the collar of the ring.

All rear rank men—Get hoods and place them on their poles with the opening to the left while the front rank men support the poles.

Each file—Now secures and places two storm guy ropes over the pike of its pole.

Step No. 6. Tent Raised.

All men—Go under the tent, each to his proper pole, front rank to the top of the pole and rear rank to the bottom. Each front rank man raises his pole about four feet.

The noncommissioned officer now checks the hoods and guy ropes on each pole.

The noncommissioned officer commands: "ARE YOU READY?" Each front rank man calls out from front to rear, No. 1, READY, No. 2 READY, etc. If not ready, No. 1, NOT READY, etc. When all are ready, the noncommissioned officer commands: "RAISE."

The tent is raised by elevating the poles to the vertical, the front rank men raising the poles while the rear rank men keep the bottom of the poles on the ground. As soon as the tent is raised the rear rank men leave the tent, place corner wall loops over the corner wall pins and then each tightens his respective corner guy rope. The front rank men remain at the poles until they are aligned by the noncommissioned officer. The noncommissioned officer then commands: "ALL TIGHTEN." The front rank men place the wall loops over the wall pins while the rear rank men tighten the guy ropes and storm guys. Nos. 1 and 3 files assist Nos. 2 and 4 files, respectively. Each file places the corner wall poles in position.

(In case it is desired to roll the sides of the tent, all men first tighten all guy ropes and then proceed inside the tent and roll the sides).

Step No. 7. Policing the Area.

All men—Police the area. All extra pins are picked up and placed in containers. Axes or mauls are placed in front of the tent on the right side with handles inclined toward the door. Each file is responsible for the policing of its area. The noncommissioned officer gives the tent a final inspection.

STRIKING THE WARD TENT BY STEPS

Step No. 1. Removing the Wall Loop Pins and Slackening the Ropes.

At the command STRIKE TENT, given by the noncommissioned officer, each file proceeds to its respective side or end of the tent and acts as follows:

All front rank men—Remove all wall loops and pull all wall pins except the right front corner and right rear corner ones. They also remove the corner wall poles and carry them together with the short pins to the front of the tent.

All rear rank men—Slacken all guy ropes fully and untie all hood ropes.

Step No. 2. Removing the Tent Poles.

All front rank men—Proceed to their respective poles within the tent and move the bottom of the pole about 24 inches to the left.

All rear rank men—Take position on the right side of the tent, each opposite his respective ring, securing the anchor rope of the storm hood, ready to pull the hood from the pole when the tent is struck.

The noncommissioned officer gives the command DOWN. The front rank men carry the poles to the left, out under the left side of the tent. The poles are then carried to the front of the tent and piled. The rear rank men drop the hoods.

Step No. 3. Guy Rope Pins Removed; Hoods and Storm Guy Ropes Rolled.

All men—Remove all the long pins, disengaging the rope from the pins. Remove the pins in the same manner as they were driven, leaving just the right front corner wall loop pin and right rear corner wall loop pin and bring them to the front.

All men—Then roll up the hoods and storm guys and bring them to the front of the tent.

Step No. 4. Folding the Tent.

Each file—Goes to its ring at the top of the tent and on the command of the noncommissioned officer drag the tent to the right as far as the two remaining wall pins will permit. This action folds the tent with the inner surfaces together. Pull corner wall pins.

Nos. 1 and 3 files—Straighten out the doors of the tent.

Nos. 2 and 4 files—Straighten out the skirts of the tent.

Step No. 5. Folding the Tent, Continued. The tent being ready to fold, the men take positions as follows:

Nos. 1 and 3 files—At the doors which are pulled out to their fullest extent.

Nos. 2 and 4 files—Stand on the tent.

No. 2 file—Of the rear rank stands at the first ring.

No. 2 file—Of the front rank takes his position on the opposite side of the skirt.

No. 4 file—Takes position at the fourth ring in the same manner as the No. 2 file.

All men—Roll up the hoods and storm guys and bring them to the center of the tent drawing the doors in. All men go to the bottom of the tent, grasp the skirts and fold them inward until the wall seam is showing. All men now go to the top of the tent, grasp it and standing on the tent, make two 18-inch folds bringing the top of the tent to the edge of the up-turned skirt.

STRIKING WARD TENT

1 REMOVING WALL LOOP PINS;
SLACKENING ROPES

2 REMOVING TENT POLES

3 REMOVING GUY ROPE PINS; ROLLING
HOODS; STORM GUY ROPES

4 FOLDING TENT

5 FOLDING TENT (CONTINUED)

6 ROLLING TENT

Chart No. 156

Step No. 6. Rolling the Tent.

No. 4 file—Throws in all guy ropes, except the front four.

Remainder of squad—Procure the hoods and storm guy ropes and distribute them along the tent.

Entire squad—Now makes its last fold, folding the top folds over the skirts.

No. 4 file—Forces out all the air within the tent by taking short steps down the tent.

Nos. 2 and 3 files—Then roll this into a drum shaped roll, starting from the rear. The four loose guy ropes are now used for securing the tent roll, crossing the ropes at right angles about it.

Nos. 1 and 4 files—Then give the area of the tent a final policing.

HEAVY TENT PITCHING

(Squad Tent, M1942)

Fourth Period: Two Hours

Place. Demonstration Area.

Text References. FM 21-15, C-6, 30 March 1943.

Instructional Aids.

Personnel. One noncommissioned officer and eight enlisted men to demonstrate and other qualified assistants to check the students' tents.

Equipment. Use Charts No. 157 and 158; one squad tent, M 1942, complete for each eight man squad. (Two poles, upright, 12 feet long; one pole, ridge (in two sections), 17 feet long; eight poles, upright, sidewall, 4 feet 9 inches; one box long pins (46); one box short pins (42); two guy lines. Numbered placards for each demonstrator.

Individual Equipment. Field or fatigue uniform.

Procedure. Group method.

1. All available tents should be arranged around the demonstration tent so that men working at these tents can see the demonstration.
2. The instructor places eight men and a noncommissioned officer at each one of the available tents.
3. The instructor describes each step and then the demonstration squad applies it. The students then imitate each step while the instructor again explains the step as the men work. Errors are corrected by the noncommissioned officer assistants.
4. The instructor discusses the size, uses and care of the squad tents.
5. The step by step procedure is as follows:

HEAVY TENT PITCHING

PITCHING SQUAD TENT, M1942. (Eight men)

- (a) Designation of landmarks on tent. The ends and sides of the tent are numbered 1-2-3-4, beginning at the front and continuing clockwise. The poles are numbered from front to rear 1-2 as are the rings at the top of the tent.
- (b) Organization of the tent pitching squad. A squad of eight men and one noncommissioned officer are required. The squad is count-

ed off dividing the squad into the customary four sets of files or minor squads, numbered 1-2-3-4 from right to left.

Each file works at an end or side as follows:

No. 1 File—The front end (including the right front corner and the number one pole).

No. 2 File—The right side (including the right rear corner and the guy lines on the number one pole).

No. 3 File—The rear end (including the left rear corner and the number 2 pole).

No. 4 File—The left side (including the left front corner and the guy lines on the number 2 pole).

(c) Pitching squad tents by steps. After designating the direction in which the tent will face and placing a marker for the right front corner, the noncommissioned officer commands: "Pitch Tent." The squad then proceeds as follows:

PITCHING THE SQUAD TENT M1942 (EIGHT MEN)

**NO.1 · UNFOLDING TENT: DISTRIBUTION &
DRIVING of CORNER WALL LOOP PINS**

**NO.2 · DRIVING CORNER GUY ROPE AND
GUY LINE PINS**

**NO.3 · INSERTING THE RIDGE POLE AND
UPRIGHT POLES**

**NO.4 · RAISING THE TENT AND SECURING
THE GUY LINE ROPES**

**NO.5 · DRIVING THE REMAINING PINS: INSERT-
ING THE CORNER & DOOR UPRIGHTS:
POLICING THE AREA**

Chart No. 157

Step No. 1. Unfolding Tent; Distribution and Driving of Corner Wall Loop Pins.

All rear rank men—Secure an axe or maul and place it on the side or end of tent at which they are to work.

No. 1 front rank—Secures four short pins and throw a pin to each corner of the tent area. He places the right front corner pin at the marker where it is driven by the number one rear rank.

The remainder of the men now unfold the tent so the inner surface of the tent is on the ground. No. 1 and 3 files make sure the doors are secured. All men now go to the ridge and carry it to the right until the ridge is 18 inches inside of the right skirt of the tent.

No. 4 File—The front rank man inserts a pin through the left front corner wall loop, pulls the tent to the left until the canvas is taut. He then moves the pin in toward the right front corner 4 inches to allow for slack. The rear rank man drives the pin.

No. 2 File—The front rank man inserts a short pin in the right rear wall loop, pulls the canvas to the right and to the rear until the canvas is taut. He then moves the pin 4 inches toward the right front corner to allow for slack. The rear rank man then drives the pin.

No. 3 File—The front rank man inserts a pin in the left rear corner wall loop and pulls the canvas to the rear and to the left until it is taut and then moves his pin toward the center of the tent 6 inches to allow for slack. The rear rank man drives the pin.

Step No. 2. Driving Corner Guy Rope and Guy Line Pins.

Each front rank man secures two long pins and places them at the corner where he works. He takes one of these pins and measures 3 pin lengths (6 feet) from his corner wall loop pin where the rear rank man drives it at an angle of 60 degrees toward the tent so it is on line with the opposite corner wall loop pin. These are the guy line pins. The front rank men take the remaining long pins and the rear rank men drive them into the ground so that there are two on line with the two front guy line stakes and two on line with the two rear guy line stakes; these stakes are placed 8 inches on the outside of and on line with the guy line stakes. These stakes are for the corner guy ropes.

Step No. 3. Inserting the Ridge Pole and Upright Poles.

Two and four files assemble the ridge pole and insert the pole through the ventilating openings of the tent. One and three files push the two uprights under the left side of the tent and pass the pike of the pole through the hole in the ridge pole and through the ring at the top of the tent. Two and four files place a guy line over each pike and then unroll the hood ropes.

Step No. 4. Raising the Tent and Securing the Guy Line Ropes.

Number one and three files now go under the tent and take their places at the front and rear pole respectively; rear rank man at the butt of the pole, and the front rank man at the top of the pole. The front rank men under the tent lift the ridge pole shoulder high. The noncommissioned officer checks the guy line ropes and hood ropes on each pole. He then commands: "Are you ready?" Each front rank man then calls off from front to rear, "No. 1, ready," etc. When both have sounded off, the non-commissioned officer commands, "Raise." Number two and four files grasp the guy line ropes of the front and rear pole respectively and assist in raising the tent by pulling evenly on the guy lines. The men inside the tent then raise the tent to the vertical assisted by the men pulling on the guy lines. The four men on the outside then secure and tighten their guy lines to one of the corner guy line stakes. The one and three files now untie the doors of the tent.

Step No. 5. Driving the Remaining Pins; Inserting the Corner and Door Uprights; Policing the Area.

All men secure sufficient pins for their respective sides or ends of the tent. The front rank men obtain short pins and the rear rank men secure long pins and place them at the wall loops and opposite the guy ropes respectively. All men drive pins. When one and three files have finished driving their pins, they will help numbers two and four. All men then place the guy ropes over the second notch of the pins and fully tighten them. One and three files secure uprights for the doors; two and four files secure uprights for their sides. Two and four files also secure the hood ropes. All men police the area.

STRIKING THE SQUAD TENT

M1942 (EIGHT MEN)

**NO.1 - REMOVING THE WALL LOOP
& GUY ROPE PINS & UPRIGHTS**

**NO.2 - REMOVING THE RIDGE POLE
AND UPRIGHT POLES**

NO.3 - FOLDING THE TENT

**NO.4 - FINAL FOLDING OF TENT
AND POLICING THE AREA**

Chart No. 158

STRIKING SQUAD TENT, M1942

Step No. 1. Removing the Wall Loop and Guy Rope Pins and Uprights.

One and three front rank men tie the front and rear doors respectively. Then the front rank men remove all wall loop pins except the left front and left rear corner pins. The front rank men also remove the corner and door upright poles. The rear rank men remove the guy rope pins and fully slacken all the ropes.

Step No. 2. Removing the Ridge Pole and Upright Poles.

One and three files go on the inside of the tent and proceed to their respective poles. Two and four files grasp the guy line ropes. At the com-

mand of the noncommissioned officer, "Down," the tent is gently lowered to the left. The poles are disengaged and the one and three files bring them to the front of the tent while two and four files bring the ridge pole to the front and disassemble it.

Step No. 3. Folding the Tent.

Number two and four files grasp the tent at the ridge and pull the tent to the left as far as the remaining pins will permit. Number one file grasps the top and bottom of the skirt at the wall loop and pulls it toward the rear of the tent so that the front side of the tent is smooth; then returns the corner to a position over the left front corner. Then number three file does the same with the corner of the right rear wall. All wrinkles should then be removed from the tent. Numbers two and four files coil the guy line ropes and equally space them on the tent along the ridge and they lay all exposed guy ropes toward the ridge. They coil the hood ropes and place them on the tent.

Step No. 4. Final Folding of Tent and Policing the Area.

All men take a position at the ridge and make a fold one and one-fourth long pin lengths (30 inches) wide and continue folding so that the edge of the last fold is even with the bottom edge of the wall. Remove the last two wall loop pins. Place all tent ropes on the tent except the two in the center on the under side.

Number one and four files make folds to the second seam from the front and rear respectively and continue folding to the center. Use the two tent ropes of the center width to secure the bundle. Number two and three files police the area.

HEAVY TENT PITCHING

Fifth Period: Three Hours

Place. Field.

Text References. All previous references (whichever are applicable to the type of tent or screen used).

Instructional Aids.

Personnel. All available noncommissioned officers and trained assistants to check the tents.

Equipment. Enough tents and accessories for the class.

Trainees' Equipment. Field or fatigue uniform.

Procedure. Application. This period of instruction should be used in pitching the proper tent applicable to the unit using this guide.

1. The officer in charge forms the men for heavy tent pitching and assigns a squad of enlisted men to each tent area. All proceed to respective areas. Each squad then proceeds to pitch the assigned tent. Each tent when pitched will be inspected by the noncommissioned officer or officer in charge. Errors will be corrected.
2. When all squads have erected their tents and have been inspected, the signal will be given to strike tents.
3. Tents will be folded and placed at the right front corner of the tent area. The other equipment will be placed neatly near the folded tent.
4. The men are then assembled and all questions pertaining to the erection of and striking of the tent are answered.

TROOP MOVEMENTS BY MOTOR AND BY RAIL

Purpose and Scope. The purpose of this instruction is to train individual motor vehicle operators and prospective motor vehicle operators to execute properly the three types of motor marches employed by the United States Army, to train individuals and groups of individuals to entruck and detruck quickly and without confusion, to teach enlisted men the proper conduct aboard troop trains, to train groups of individuals to entrain and detrain quickly and without confusion, and to train individuals to load, prepare and secure motor vehicles for rail movement.

Actual Time Allotted. 4 hours.

Text References. Pars. 190-194, FM 22-5; pars. 47, 50-53, 55-60, Chap. 8, FM 25-10; pars. 42-45, FM 101-10; AR 55-130; AR 55-145; AR 55-390; Cir. 355, WD, 26 October 1942 and Cir. 55, WD, 19 February 1943.

Methods of Instruction. Conferences, Demonstrations, and Practical exercises.

Standards of Proficiency. Each motorized unit to:

1. Execute all three types of motor movements properly.
2. Entruck promptly without confusion within 10 minutes after arrival of the unit and the vehicles at the entrucking point.
3. Detruck promptly without confusion within 5 minutes after the trucks arrive at the detrucking point.
4. Entrain promptly without confusion and with individual equipment.
5. Conduct itself properly at the entraining point, aboard train, and at the detraining point.
6. Detrain promptly without confusion and with individual equipment.

Selected enlisted men to know:

1. Proper method of loading and unloading motor vehicles on to and from flat cars and gondolas using the ramp and spanning platforms.
2. How to secure properly the vehicles to the cars to prevent lengthwise, sidewise, and bouncing motions.
3. How to prepare and inspect motor vehicles after loading and before and during the journey.
4. How to prepare motor vehicles for unloading from railroad cars.

Note. The scope of these 4 periods is extensive. Every effort should be made to utilize the time allotted to the best advantage. Thorough preparation on the part of the instructor is essential. The subject material must be confined to that which the enlisted men must know. During each ensuing exercise in which the opportunity presents itself, the material covered in these 4 hours should be practiced until proper execution is a habit.

TROOP MOVEMENTS BY MOTOR AND BY RAIL

First Period: One Hour

Place. Classroom or squadroom.

Text References. Paragraphs 47, 50, 51, 52, 53, 55, 56, 57, 58, 59, and 60, FM 25-10.

Instructional Aids.

Equipment. Use Chart No. 159.

Procedure. Conference. The three types of motor marches employed by the United States Army will be discussed and illustrated by means of the chart. The reasons for using a different type march under different circumstances will be discussed. The greater part of the hour should be devoted to the mechanics of the various types of movements.

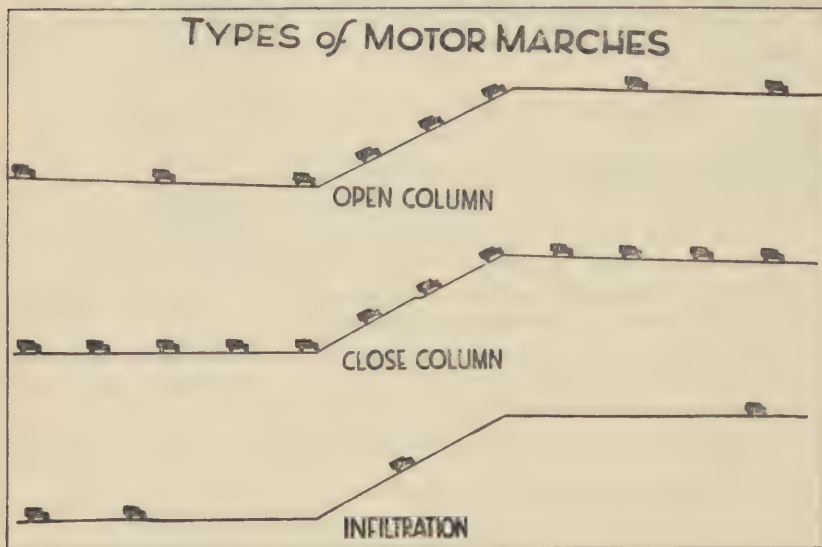


Chart No. 159

TROOP MOVEMENTS BY MOTOR AND BY RAIL

Second Period: One Hour

Place. Suitable road.

Text References. Paragraphs 190, 191, 192, 193, and 194, FM 22-5

Instructional Aids.

Personnel. Drivers for trucks or ambulances.

Transportation. Trucks or ambulances sufficient to transport enlisted men.

Individual Equipment. Field equipment.

Procedure. Conference and Practical Exercise.

1. Entrucking.
 - a. Prior to the exercise, select several entrucking and detrucking points.
 - b. Prior to the exercise, prepare time schedules for entrucking and detrucking.

- c. Select one truckload of men. Form, explain and demonstrate with this group for the benefit of the class how to entruck.
- d. Count off men into vehicle loads and designate trucks for each vehicle load.
- e. Check entrucking time from the instant the command "LOAD TRUCKS" is given until the last man is properly entrucked.
- f. Drive a short distance to detrucking points.
2. Detrucking. Check detrucking time from the instant the command, "UNLOAD TRUCKS" is given until the last man has detrucked.
3. Entruck again as soon as all trucks are unloaded and drive back to starting point.
4. Detruck.

Note. Traffic control must be arranged in the area designated to avoid accidents.

TROOP MOVEMENTS BY MOTOR AND BY RAIL

Third Period: One Hour

Place. Classroom or squadroom.

Text References. AR 55-130, Transportation of Troops and Other Groups, AR 55-135; AR 55-145; AR 55-390; FM 25-10, Chap. 8; Cir. No. 355, WD 26, Oct. 1942; Cir. No. 55, WD 19 Feb. 1943.

Instructional Aids. None.

Procedure. Conference. A general conference covering the following points:

- | | |
|---|--|
| 1. General instruction to travelers. | 6. Messing. |
| 2. Traveling with a unit. | 7. Detraining. |
| 3. Proper conduct to be observed on trains. | 8. Rules applicable to proper discipline, sanitation, and safety while in transit by rail. |
| 4. Types of trains. | |
| 5. Entraining. | |

TROOP MOVEMENTS BY MOTOR AND BY RAIL

Fourth Period: One Hour

Place. Railroad siding.

Text References. Same as third period plus pars. 42, 43, 44, and 45, FM 101-10.

Instructional Aids.

Personnel. Vehicle loading team.

Equipment. Ramp, spanning platforms, blocks, wire, burlap, hammers, nails, wire, and mechanics' tools.

Transportation. One truck; one or two flat cars; one railway coach.

Individual Equipment. Field equipment with barrack bags.

Procedure. Conference, Practical Exercise, and Demonstration.

1. Organization of the unit prior to march to entraining area.
 - a. Form the organization into companies.
 - b. Inspection after unit is formed.
2. March to entraining area.

3. Conference. Short conference covering entraining, taking seats, stowing equipment and baggage, detraining.
 - a. Short conference covering entraining, taking seats, stowing equipment and baggage, detraining.
4. Application.
 - a. Entraining.
 - b. Taking seats.
 - c. Stowing equipment and baggage.
 - d. Detraining.
5. Conference. Short conference on types of railroad cars used for transporting vehicles and other heavy equipment, and on method of preparing vehicles for loading and unloading.
6. Demonstration.
 - a. Placing of ramps.
 - b. Placing and securing spanning platforms.
 - c. Loading of one vehicle.
 - d. Preparation of vehicle for rail movement.
 - e. Placing of blocks and hold-down wires.
 - f. Preparation of vehicle for unloading.
 - g. Unloading the vehicle.

Note. There is considerable material to be covered in this hour. It is suggested that an additional hour or two be taken from "open time" for this period.

COMMUNICATIONS IN COMBAT

Purpose and Scope. The purpose of this course is to teach the medical soldier the means and methods employed in transmittal of messages during combat. The scope should cover the methods employed by field medical units in preparing, recording and transmitting field messages by telephone and radio as well as by written message.

Actual Time Allotted. 10 hours.

Text References. FM 24-9; FM 24-10; FM 24-5; FM 11-5; FS 7-89; TC 71, WD 1943; TC 94, WD 1942; TC 72, WD 1942; TC 63, WD 1942 and TM 11-242. For instructors only TF 11-671 and TF 11-1064.

Methods of Instruction. Conference, Demonstration, Application and Examination.

Standards of Proficiency. Each enlisted man should know:

1. The means and methods used to transmit messages.
2. How to prepare a written message.
3. The operation of a Medical Department unit message center.
4. Limitations of radio communications.
5. Radio advantages and disadvantages.

COMMUNICATIONS IN COMBAT

(Organization)

First Period: One Hour

Place. Classroom.

Text References. FM 24-5, Chap. 1, Sec. II, Chap. 3, Sec. II; FM 11 5 Chap. 2, 4.

Instructional Aids.

Equipment. One field telephone and operator.

Procedure. Conference. Demonstration and Quiz.

1. Conference.
 - a. Define:
 - (1) Signal communications.
 - (2) Message.
 - (3) Agencies of signal communications (Signal Corps)
 - (4) Means of signal communication.
 - (5) Command post.
 - (6) Axis of signal communication.
 - b. Discuss the qualifications of:
 - (1) A runner.
 - (2) A mounted messenger.
 - (3) A contact agent.
 - (4) A radio operator.
2. Demonstration.
Field telephone.
3. Quiz on important points discussed.

COMMUNICATIONS IN COMBAT

(Signal Agencies and Means)

Second Period: One Hour**Place.** Classroom.**Text References.** FM 24-5, Chap. I, Sec. II. Chap. III, Chapt. V, Chap. VI, Chap. VII, Chap. VIII; FM 11-5, Chap. VIII, Secs. III, IV, V, VI and VII.**Instructional Aids.****Equipment.** Use Chart No. 160.**Procedure.** Conference and Quiz.

1. Conference.

a. Discuss the following agencies of signal communication:

(1) Message center.

(2) Messenger communication.

(a) Mounted messengers including ambulance messenger.

(b) Dismounted messenger (runner).

(c) Agent.

(3) Visual communication.

(4) Sound communication.

(5) Wire communication.

(6) Radio communication.

b. Discuss:

(1) Carrying of messages, and rates of travel.

(2) Delivery of messages.

(3) Double messenger.

(4) Routes.

2. Quiz on important points discussed.

SIGNAL AGENCIES AND MEANS**1. MESSAGE CENTERS****2. MESSENGER COMMUNICATION****a. MOUNTED MESSENGERS****b. DISMOUNTED MESSENGER****3. VISUAL COMMUNICATION****a. LAMP, FLAG, PANEL, PYROTECHNICS****4. SOUND COMMUNICATION****5. WIRE** "**6. RADIO** "**Chart No. 160****COMMUNICATIONS IN COMBAT**

(Message Centers—Medical Units)

Third Period: One Hour**Place.** Classroom.**Text References.** FM 24-5, Chap. II, Sec. I, II, III, Par. 44, 45, 46; FM 11-5, Chap. IX, Sec. II.**Instructional Aids.****Equipment.** Blanks from a unit journal, message book (M-210), delivery lists.**Procedure.** Conference and Quiz.

1. Conference. Discuss the operation of a message center:

a. Outgoing and incoming messages.

b. Preparation of unit journal.

c. Solution files.

d. Definitions and abbreviations.

e. Messenger schedules.

f. Delivery lists.

g. Classification of messages and their preparation.

2. Quiz on important points discussed.

COMMUNICATIONS IN COMBAT

(Message Writing)

Fourth Period: Two Hours**Place.** Classroom.**Text References.** FM 24-5, Par. 38; FS 7-89.**Instructional Aids.****Equipment.** Blackboard; 3 special situations.**Individual Equipment.** Pencil; 3 field message blanks (M-210).**Procedure.** Conference, Demonstration and Application.

1. Conference and demonstration. Discuss each of the following points, illustrating on blackboard when necessary.
 - a. Number of copies.
 - b. Legibility and use of pencil.
 - c. Capitalization of all proper names except signature and grade of sender.
 - d. Use of coordinates.
 - e. Brevity.
 - f. The use of punctuation.
 - g. Use of authorized abbreviations only.
 - h. Numbering of messages.
 - i. Method of writing hour, day, month and year.
 - j. Signature and official designation of sender.
 - k. Use of vellum sheet in back of book (M-210).
 - l. Time signed.
2. Application. Have instructor issue a situation allowing 10 minutes for men to complete each one. Have all instructors check. Finish period by a critique on the prepared messages and have men make corrections.

COMMUNICATIONS IN COMBAT

(Message Writing)

Fifth Period: Two Hours**Place.** Field.**Text References.** FM 24-5, Chap. III, Sec. III, Par. 38 and 43-47; FM 11-5, Chap. VIII, Sec. IV.**Instructional Aids.****Personnel.** Three demonstrators.**Equipment.** For message center: a small table and stool; blank delivery lists; field message blanks (M-210); pencils and time piece; message center direction signs and file.**Transportation.** One ambulance and one ¼-ton vehicle.**Individual Equipment.** Pencil and message blanks.**Procedure.** Conference, Demonstration and Application.

1. Conference.
 - a. Discuss communication facilities available to medical units.
 - b. Discuss methods employed for transmitting messages from:
 - (1) Company aid men to aid station.
 - (2) Aid station to collecting station.
 - (3) Collecting station to clearing station.

- (4) Collecting station to command posts and headquarters detachment.
2. **Demonstration.** Demonstrate the operation of a unit message center (collecting) to include:
 - a. Preparation of field message.
 - b. Procedure used for incoming and outgoing messages.
 - c. Use of unit journal.
 - d. Use of delivery lists.
 - e. Classification of messages.
 - f. Solution files.
 - g. Various methods used in transmitting messages.
3. **Application.** Have men prepare messages from data given by the instructor. Conclude by a summation of what was seen or a critique.

COMMUNICATIONS IN COMBAT

(Practical Exercise)

Sixth Period: Two Hours

Place. Field.

Text References. FM 24-5, par. 38, 43-47; FM 11-5, Chap. 8, Sec. IV, Chap. 9, Sec. II.

Instructional Aids.

Equipment. See outline for practical exercise.

Procedure. Practical Exercise

1. Outline of the practical exercise. Message center.
 - a. Have a number of unit message centers located at various points and designated by a sign as message center (collecting), message center (clearing), message center 3d Medical Battalion), etc.
 - b. Assign approximately six enlisted men to each of the message centers, one to act as message center chief, another as journal clerk, and the remainder as assistants and messengers.
 - c. Each messenger should be designated as a runner, motorecyclist, ambulance driver or litter bearer.
 - d. Each message center to be equipped with the following:
 - (1) A small table and stool.
 - (2) Blank delivery lists.
 - (3) Field message blanks.
 - (4) Carbon paper and pencils.
 - (5) Blank copies of unit journal.
 - (6) Several large manila envelopes for files.
 - (7) Time piece.
 - (8) Sixteen prepared messages in duplicate, some written illegibly, improperly addressed, and with different dates, and classified as urgent (O), priority (P), and routine.
 - (9) Message center number sheets.
 - (10) Time schedule for delivery of messages.

- e. One enlisted man is charged with the delivery of messages to the message center chief in accordance with the time schedule. (Acts both as writer and messenger.)

2. Application.

a. Message center chief.

(1) Outgoing messages.

- (a) Receives the messages in duplicate from the writer or messenger.
- (b) Immediately inspects the message for legibility and proper address. He declines to accept illegible and improperly addressed messages, and if necessary brings such messages immediately to the attention of the unit commander.
- (c) Writes the time of receipt on both copies of the message.
- (d) Writes the message center number beginning a new series at midnight each day.
- (e) Checks the message center number off his number sheet by drawing a diagonal line through the corresponding number. Enters the message center number in the first column of the delivery list, and writes the time dispatched in the proper blank space.
- (f) Decides the method of transmittal, and delivers the original with the delivery list to the proper messenger (runner, ambulance driver, motorcyclist, etc.) and files the duplicate copy in the live file.
- (g) Receives the signed delivery list from the messenger as soon as it has been returned by the messenger.
- (h) Checks the transmitted message off his number sheet by drawing a diagonal line through or encircling the corresponding number, and writes the time returned in the proper blank space on the signed delivery list.
- (i) Removes the duplicate copy of the message from the live file and places it with the signed delivery list in the dead file.

(2) Incoming messages. Incoming messages are not assigned message center numbers.

- (a) Receives the message from the incoming messenger, signs the delivery list of the distant message center, returns the delivery list to the messenger.
- (b) Services the message, entering the time received under the message.
- (c) Copies the message in duplicate, prepares a delivery list, designates a messenger to deliver the message and writes the time dispatched in the proper space when the messenger is ready to depart.
- (d) Hands the message and delivery list to the messenger.

- (e) Writes the time returned in the proper space when the signed delivery list has been returned to him by the messenger, and files it with the duplicate copies in the dead file.

b. Messenger.

(1) Outgoing messages.

- (a) Delivers the message and delivery list to the distant message center chief or addressee who signs it and, in case of the routine delivery list, enters the time of receipt in the last column.
- (b) Receives the signed delivery list from the message center chief or addressee, and returns to his own message center where he enters his name or initials on the delivery list for identification.

(2) Incoming Messages.

- (a) Delivers the message and delivery list to addressee, obtains his signature and, in the case of the routine delivery list, the time received.
- (b) Returns to the message center and enters his name or initials on the delivery list for identification.

c. Clerk of unit journal.

- (1) The journal is the log of the unit. It contains briefs of all written and oral messages received or sent, and notations of periodic reports, orders, and similar matters that pertain directly to the unit.
- (2) Refers to time of receipt or sending in this office.
- (3) Refers to time information originated, thus calling attention to the age of the information.

EXAMPLE:

Time ²		Serial ¹ No.	Time ³ dated	Incidences, Messages Orders, Etc.	Disposition
In	Out				

COMMUNICATIONS IN COMBAT

(Radio)

Seventh Period: One Hour**Place.** Classroom.**Text References.** FM 24-5, Chap. V; FM 24-10, Pars. 3-16; FM 11-5, Chap. VIII, Sec. VI and Chap. IX, Sec. III; TM 11-242; TC 71 WD 1943; TC 72 WD 1942; TC 63 WD 1942.**Instructional Aids.****Personnel.** 3 demonstrators to simulate radio communications.**Equipment.** Two SCR 300A and one SCR 284.**Procedure.** Conference and Demonstration.

1. Conference. Discuss briefly the following:

- a. SCR 300A.
- b. SCR 284.
- c. Purpose of radio in medical units.
- d. Advantages.
 - (1) Range.
 - (2) Effectiveness.
- e. Disadvantages.
 - (1) Interception.
 - (2) Training.
 - (3) Interference.
- f. Briefly describe the phonetic alphabet.
- g. Communication of counterintelligence.
 - (1) Mention cryptography.
 - (2) Radio discipline.
 - (3) Authenticators.
 - (4) Radio silence.
- h. Define SOI (signal operation instruction).

2. Demonstration of radio technique between SCR 300s and show SCR 284 operation.

FIELD RATIONS

(Preparation of Field Rations)

Purpose and Scope. The purpose of this instruction is to teach Medical Department personnel, especially those assigned to field units, how to use field rations types C, D and K.

Without this essential instruction soldiers have been known to throw away components of these rations unopened and unused or to eat a cold meal when there is no necessity for so doing. In such cases, not only is food wasted but as a result some individuals are not properly nourished during periods when the use of these rations is necessary.

Inasmuch as only two hours are allotted for instruction in this subject, it will be necessary to issue and use these rations during subsequent field exercises in order to complete the training in this subject.

The scope of the instruction includes:

1. Description and demonstration of field rations types C, D, and K.
2. Demonstration and application on how to use field rations types C, D and K.

Actual Time Allotted. 2 hours.

Text References. FM 21-100, Chap. 15, Chap. 6 Sec. VII, Par. 83; TM 10-405, Chap. 1, Sec. I and V; Cir. No. 111 WD 29 April 1943; TF 10-1216.

Methods of Instruction. Conference, Demonstration and Group Performance.

Standards of Proficiency. Each enlisted man must be able to:

1. Recognize each type of field ration (C, D & K).
2. Recognize the components of each ration.
3. Open each container quickly and easily.
4. Properly use each ration cold.
5. Properly heat each ration for consumption using all methods of heating available.
6. Pack each ration correctly in his haversack or bag, canvas, field.

FIELD RATIONS

(Preparation of Field Rations)

First Period: One Hour

Place. Classroom.

Text References. FM 21-100 Chap. 15, Chap. 6, Sec. VII, Par. 83; TM 10-405, Chap. 1, Sec. V.

Instructional Aids.

Equipment. Use Charts No. 161, 162, 163, 164 and 165; TF 10-1216 (Running time 18 minutes).

Procedure. Conference.

1. Introduction.
 - a. Importance of food in combat.
 - b. Compare food given our soldiers to that of other nations.
2. Ration—definition.
3. Ration components—definition.

4. Field ration—definition and why used and types now authorized (A, B, C, D and K).
5. Types issued to be carried by the soldier as individual reserve, C, D and K.

a. General description of

- (1) Small.
- (2) Light weight.
- (3) Compact.
- (4) Precooked.
- (5) Non-perishable.
- (6) Nourishing.
- (7) May be eaten hot or cold.

b. Type C.

- (1) How packed.
- (2) Weight.
- (3) Components.
- (4) How used.

c. Type D.

- (1) How packed.
- (2) Weight.
- (3) Components.
- (4) How used.

d. Type K.

- (1) How packed.
- (2) Weight.
- (3) Components.
- (4) How used.

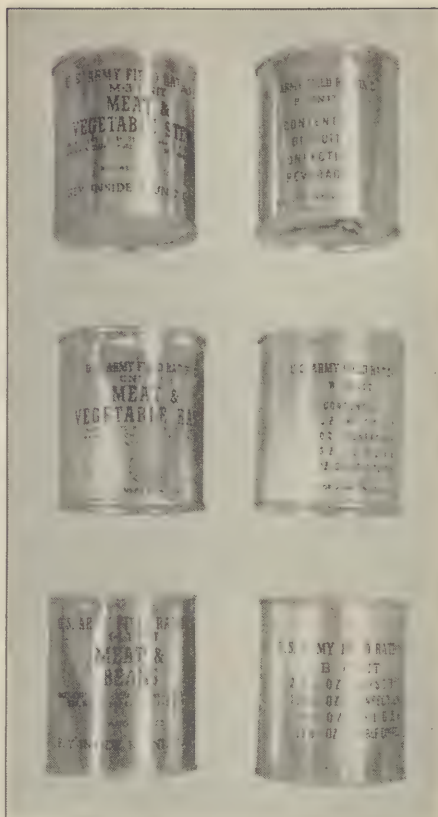


Chart No. 161. "C" Ration

FIELD RATIONS

(Preparation of Field Rations)

Second Period: One Hour

Place. Field.

Text References. FM 21-100, Chap. 15, Chap. 6, Sec. VII, Par. 83; TM 10-405, Chap. 1, Sec. V.

Instructional Aids.

Personnel. Demonstration squad (4 men).

Equipment. Use Charts No. 166 and 167; Two each types C, D & K rations for each six to eight men.

Individual Equipment. Full field pack.

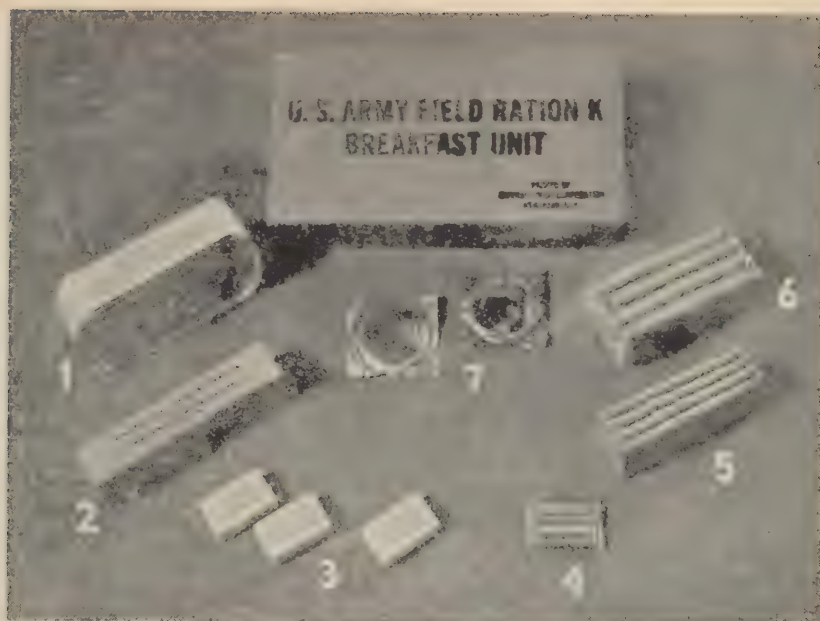
Procedure. Demonstration.

1. Proper method of carrying each ration in the pack.
2. Proper method of opening each type of container (Note: Severe cuts can be caused by sharp can edges).



Chart No. 162. "D" Ration

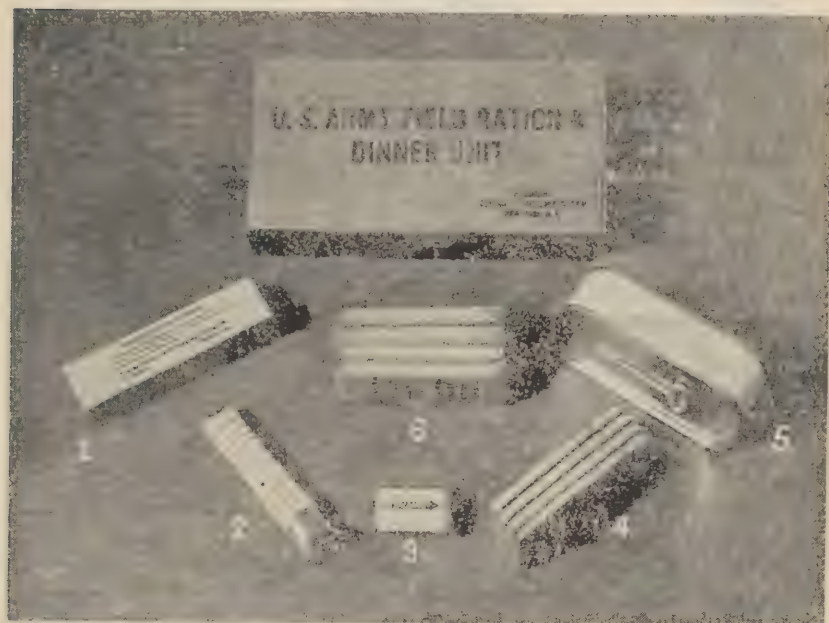
3. Method of using each ration cold (beverages and bullion can be made using cold water).
4. Methods of building a fire.
 - a. Small cross trench.
 - (1) Fire using wood. Dig a small cross trench as shown in the chart, in such a manner that one open end of the trench is toward the direction of the wind. Place dry leaves, grass or moss in the center of the trench and cover with some small dry twigs. Light this fine material on the side toward the wind. When the fire is started larger sticks can be added. Remember, dead leaves and branches on trees are usually drier than those found on the ground.
 - (2) Fire using sand and gasoline. This is the best method of building a fire to heat rations. Dig a small cross trench (chart) placing a few leaves in the bottom of the trench to prevent gasoline from soaking into the ground. Place two handfuls of loose dirt and pebbles in the center of the trench, mix three tablespoonfuls of gasoline with the sand and light with a match. This gives a small practically smokeless fire



- 1. Veal and Pork Loaf
- 2. Malted Milk Tablets

- Chart No. 163
- 3. Lump Sugar
- 4. Chewing Gum
- 5. Graham Crackers

- 6. Defense Biscuit
- 7. Coffee



- 1. Dextrose Tablets
- 2. Bouillon

- Chart No. 164
- 3. Chewing Gum
- 4. Graham Crackers

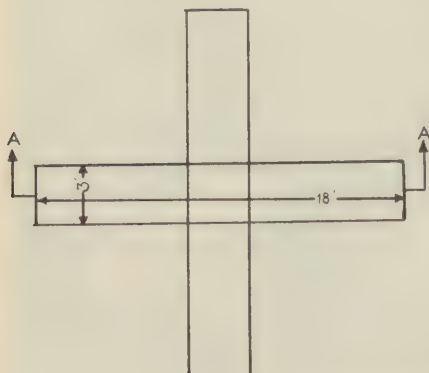
- 5. Pork Loaf
- 6. Defense Biscuit



1. Graham Crackers
2. Lump Sugar

- Chart No. 165
3. Chocolate Bar
4. Lemonade Powder
5. Defense Biscuit

6. Corned Beef
7. Chewing Gum



SECTION THROUGH A-A

Chart No. 166

that will burn for 20-30 minutes. Whenever the fire dies down slight stirring with a stick will revive it.

- b. On terrain where trenches cannot be dug, a fire can be built between two rocks or small logs.
- c. Tin can method.

- (1) Fire with sand and gasoline. Using a large tin can such as a No. 10, cut four or five one-half to one inch holes in the side of the can about one inch from the top. Fill the can with sand up to a point about one inch below the lower edges of the holes. Pour two or three ounces of gasoline into the sand (chart). Light by putting a match through one of the holes. Containers to be heated may be held over this fire or supported by metal cross strips or if large enough may be set on the top rim of the can. This gives a small, hot, smokeless fire.

5. Methods of heating each ration.

- a. Empty the food to be heated into the meat can, canteen cup or any ordinary can of sufficient size and place the can or cup over a fire.
- b. Place the unopened can containing the food to be heated into a larger can containing enough water to cover the unopened can and boil the water for 20 minutes. This method is more time consuming than other methods and there is some danger in opening the hot cans.

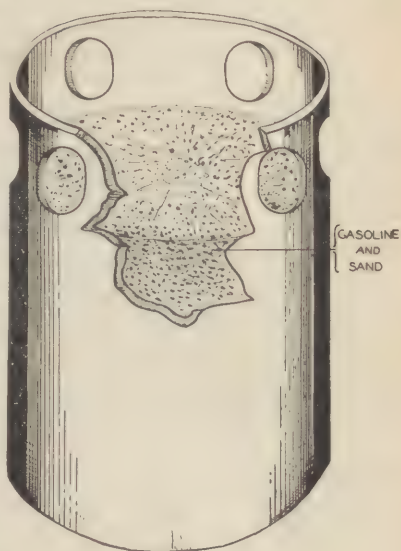


Chart No. 167

EMPLOYMENT OF MEDICAL FIELD UNITS

Purpose and Scope. The purpose of this course of instruction is to present the organization of the various units of field medical service and to place these units in their proper relation and position in the chain of evacuation. The information given in the general orientation conferences on the evacuation system should be repeated to clarify the reasons for the various units and installations and to assist in fixing the function and responsibilities of each unit.

The course will encompass the detailed instruction necessary for the enlisted man to visualize the chain of evacuation in terms of the various links. Each unit will be presented in terms of its personnel and equipment, its capabilities and limitations.

(41a) Eight hours will be devoted to medical detachments and distributed as follows: two hours will be used to discuss the medical detachment of an infantry regiment with a summary of general principles governing all detachments. These conferences are followed by a demonstration showing the personnel, equipment and transportation of a medical detachment, infantry regiment. A two hour period is used for a demonstration of the operation of a battalion medical section in a tactical situation. The next two hour period will be utilized to allow the students to perform the various duties in the medical section in the same tactical situation as the demonstration. The final period, the sixth, will be used for an examination and review.

(41b) Six hours will be devoted to collection and evacuation of casualties from the field. The collecting company of the infantry division will be discussed as a type, and the principles of operation modified to cover the service in other types of divisions. One hour will be devoted to organization and function. The following period will be a demonstration of the company. The third period of two hours will be a demonstration of the operation of a collecting company in a tactical situation. The fourth period of two hours will be an application in which students will perform as litter bearers, carrying simulated casualties over the normal distance and the usual obstacles met in litter evacuation.

(41c) A two hour period will be devoted to ambulance evacuation and will be utilized as a combined conference and demonstration. A brief discussion of ambulance units will acquaint the students with the purpose and function of ambulance platoons, companies and battalions. A demonstration will follow which will show the students the operation of an ambulance convoy, the establishment and operation of an ambulance shuttle.

(41d) Six hours will be devoted to clearing elements and emergency treatment. The first period of one hour will cover the organization of a clearing company, the tactical employment of clearing elements and the establishment of a clearing station. The second period of one hour will be a demonstration of a clearing station set up to display the equipment and the arrangement of the various departments of the station. The third period of two hours will be utilized as an applicatory period

during which the students will establish a station and become familiar with the equipment. The fourth period of two hours will be used as an application in the methods of operation of the clearing station by admitting, treating and preparing simulated casualties for evacuation.

- (41e) Two hours are devoted to transportation and supply requirements. The organization and functions of the sections of a Headquarters Detachment, Medical Battalion, are discussed in these conferences.
- (41f) Two hours will be devoted to a conference and demonstration to review and summarize first and second echelons of medical service.
- (41g) A field exercise of ten hours should be designed to give the student application under simulated war conditions. The ten hours may be divided into two phases, using two hours as a conference period to discuss the situation and for the purpose of orientation and assignment of personnel. The second phase of eight hours will be the operation of the medical battalion in a tactical situation prepared as a field exercise.
- (41h) Two hours are allotted to the operation and function of evacuation hospitals. The first hour is to be used as a conference in which the organization, personnel and equipment of the evacuation hospital is covered to give the student a concept of the size and capacity of the hospital and a general notion of the type of care given. The second hour is for the purpose of discussing function and to place the evacuation hospital in its proper place in the chain of evacuation.
- (41i) One hour will be used to present the organization of a general hospital and to distinguish fixed from mobile hospitals. This will be followed by one hour in which the fixed hospitals are discussed from the standpoint of a terminus of the chain of evacuation.
- (41j) Two hours are allotted to the operation and function of medical gas treatment battalions. This time is to be used as a combined conference and demonstration. A brief outline of the functional organization of the battalion with a demonstration of the station, following which simulated casualties are brought into the station and their treatment demonstrated.
- (41k) Forty hours will be devoted to a field exercise which will be employed as an application of the operation and function of the unit. Each unit using this program will design its own exercise to meet the needs of the unit, and develop a situation which will offer the maximum of training possibilities.

Actual Time Allotted. 82 hours.

Text References. FM 7-30; FM 8-5; FM 8-10; FM 8-35; FM 8-45; FM 8-55; FM 21-10; FM 25-10; FM 100-10; FM 101-10; TM 8-220; TM 8-260; FS 8-75; FS 8-76; FS 8-78.

Methods of Instruction. Conference, Demonstration, Application, Oral Quiz and Examination.

Standards of Proficiency. Each enlisted man should know:

1. The elements of first and second echelon medical service.
2. The relationship of first and second echelons to the supported units and to each other.
3. The scope of technical procedures performed by each element of the first and second echelons.
4. The general responsibilities of the first and second echelons in fulfilling their portion of the mission of the medical department.
5. The operation and function of evacuation hospitals, fixed hospitals and medical gas treatment battalions as supporting units and the general scope of treatment carried out by each unit.
6. The details of the operation, both tactical and technical, of their own particular unit.

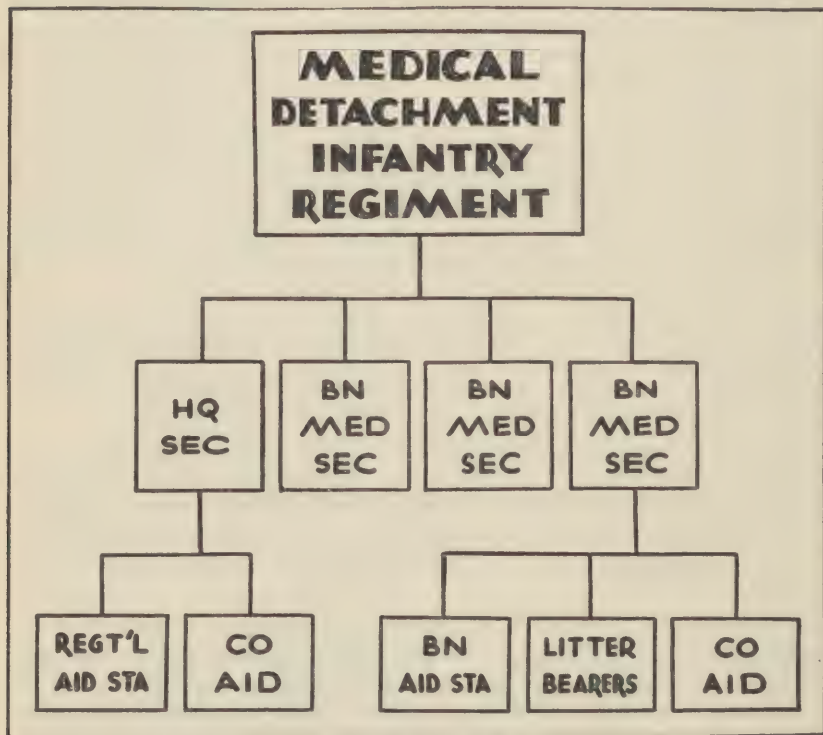


Chart No. 168

REGIMENTAL AND BATTALION AID STATIONS (8 hours)

First Period: One Hour

Place. Classroom.

Text References. FM 7-30, Chap. 2; FM 8-5, Chap. 2; FM 8-10, Chap. 2; T/O and E 7-11.

Instructional Aids.

Equipment. Use Chart No. 168.

Procedure. Conference. During the conference the following points should be discussed, using the medical detachment of the infantry regiment as a type.

1. The relationship of the detachment to the regiment.
2. The functional organization of the detachment.
3. The employment and general functions of the four units of the Detachment.
4. The relationship of the battalion section to the battalion in combat.
5. The three functional groups of the battalion medical section.
6. General considerations and functions of the three groups—company aid, litter bearer and battalion aid.
7. Summary of principles.
8. Brief discussion of other detachments to emphasize that all units the size of a battalion or larger, except medical, will have their detachments.

REGIMENTAL AND BATTALION AID STATIONS

Second Period: One Hour

Place. Classroom.

Text References. FM 8-5, Chap. 2, Sec. II; FM 8-10, Chap. 2, Sec. II; Notes accompanying FS 8-75, Medical Service of the Infantry Division.

Instructional Aids.

Equipment. FS 8-75, Medical Service of the Infantry Division.

Procedure. Conference.

The medical detachment of the infantry regiment is the base upon which is built the entire medical evacuation system of a field force. If this base fails, then the entire structure fails.

Personnel of these detachments constitute the medical department representatives most intimately associated with the fighting troops. The morale of the infantry soldier is enhanced by knowing that if he becomes sick or is wounded he will receive prompt medical attention by the officers and men of the medical department in whom he has learned to have confidence. Such confidence is gained by close association found in the common sharing of dangers and hardships. In order to sustain this confidence, the personnel assigned to the various sections of the detachment should accompany the same combat unit in all situations.

The regimental medical detachment is divided into four major units. There is a headquarters section, and 3 identical battalion sections. The battalion sections each support an infantry battalion, whereas the headquarters section furnishes medical support to the several individual companies and the headquarters of the infantry regiment. It establishes the Regimental Aid Station near the CP of the Regiment.

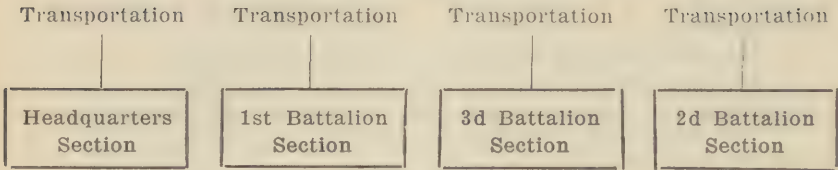
The battalion medical section is typical. It is subdivided into three smaller units composed of company aid men, litter bearers, and the battalion aid station.

Company aid men are routinely attached to the same company. They are allotted on the basis of one per rifle platoon and one per

DEMONSTRATION

Regimental Medical Detachment

(SCENE I)



CLASS



(SCENE II)

Company aid men distributed to represent companies



Litter bearer squads moving toward company aid men and returning to battalion aid station with patients



Aid station set up to display equipment

CLASS



platoon of the heavy weapons company. These men facilitate the work of the litter squads by marking the location of the seriously wounded, or by moving them to positions where they may be found and evacuated more readily by the litter squads. They direct slightly wounded to the battalion aid station.

The litter bearers operate as 2 man or 4 man litter squads. They operate within the sector or zone of action to which assigned, and search for casualties who are not able to walk. They apply necessary emergency treatment if this has not been previously accomplished by the company aid men. They promptly carry wounded who are not able to walk to the battalion aid station.

Battalion aid stations, the first place doctors are found in the evacuation plan, are small, very mobile medical installations designed to give only such emergency treatment as is necessary to enable casualties to be evacuated farther to the rear or to enable men to be returned to their combat organization. Treatment given at them consists of alleviation of pain, application of dressings, the application of splints, the administration of blood plasma, placing casualties on litters, making them as comfortable as possible by the use of blankets, and administration of fluids by mouth when indicated. The treatment given to casualties at such installations should be such as will not retard the process of evacuation. The EMT is initiated at the aid station, and accompanies the casualty to the rear.

REGIMENTAL AND BATTALION AID STATIONS**Third Period: One Hour****Place.** Instructional area.**Text References.** FM 8-10, Chap. 2, Sec. II; FM 8-5, Chap. 2, Secs. III, IV; T/O and E 7-11.**Instructional Aids.****Personnel.** One regimental medical detachment.**Equipment.** Use equipment as prescribed for one battalion medical section by T/E 7-11.**Transportation.** Transportation of headquarters section and three battalion medical sections.**Procedure.** Demonstration. The purpose of this demonstration should be to show the personnel, equipment and transportation of a **regimental** medical detachment.

Scene I—Personnel should be grouped as indicated by the functional chart. The transportation of headquarters section and battalion sections should be arranged behind the respective sections. After a brief discussion of the organizational picture, two battalion sections may be dismissed since all three are identical.

Duties of personnel discussed briefly by referring to groups.

Scene II—Headquarters section is then dismissed and the battalion section arranges itself diagrammatically on the field, company aid men representing the relative positions of the companies, litter bearers behind company aid men, and the aid station group arranges the equipment in front of the class.

The purpose of the equipment and its use can be discussed.

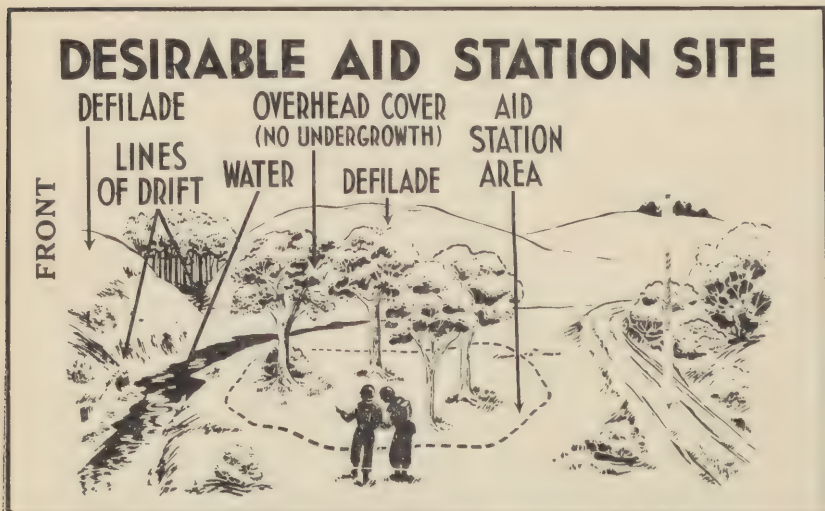


Chart No. 170

REGIMENTAL AND BATTALION AID STATIONS**Fourth Period: Two Hours****Place.** Field.**Text References.** FM 7-30.**Instructional Aids.****Personnel.** One battalion medical section; ten men to serve as simulated casualties.**Equipment.** Use Chart No. 170; Equipment as prescribed for one battalion medical section.**Transportation.** Two $\frac{1}{4}$ -ton trucks, two $\frac{1}{4}$ -ton trailers.**Procedure.** Demonstration. This period should be set up as field exercise and presented to the students as a demonstration.

Suitable terrain should be selected to furnish tactical requirements of the battalion medical section. These requirements are:

1. A suitable aid station site.

a. Defilade.

b. Concealment.

c. Water.

2. Lines of drift, as litter routes and for walking wounded.

Instructor will briefly discuss the location of the enemy and the direction of the attack, sketch the tactical situation. Company aid men move out in the direction of the attack and later litter bearers follow the company aid men but go forward along protected lines in so far as possible.

Simulated casualties are spotted on the field and are brought back to the aid station. By passing these casualties through the aid station, the various measures of treatment and techniques are demonstrated.

REGIMENTAL AND BATTALION AID STATIONS**Fifth Period: Two Hours****Place.** Field.**Text References.** All previous references.**Instructional Aids.****Personnel.** Key individuals of the battalion medical section to act as coaches to students. Ten simulated casualties.**Equipment.** As prescribed for a battalion medical section.**Transportation.** Two $\frac{1}{4}$ -ton trucks; two $\frac{1}{4}$ -ton trailers.**Procedure.** Application. This period will be the same as the fourth period except that men should be assigned to the various positions and actually perform the duties of that position.

Simulated casualties will be marked to signify the type of injury.

Company aid men will apply the proper treatment. Litter bearers will transport the casualties to the aid station. The proper procedures will be carried out and the proper disposition of casualties made at the aid station.

An adequate number of coaches should be available so the applicatory period is carried on by the coach-pupil method so far as the individual man is concerned.

Men should be rotated through the various positions, acting as a company aid man, a litter bearer, and one of the station group.

It will be necessary to duplicate the action of the previous demonstration and to provide an adequate number of coaches to control the operation and facilitate the work of the men.

REGIMENTAL AND BATTALION AID STATIONS

Sixth Period: One Hour

Place. Classroom.

Text References. All previous references.

Instructional Aids.

Equipment. Question cards.

Procedure. Review. Conduct the period as an oral quiz. Pertinent questions on important points should be prepared in advance. Each question should be typed on a separate card and the cards prepared in duplicate. One set will be retained by the instructor, and one card given to each student.

Answers will be given by the individual student when his question is read.

Questions should be prepared carefully to provide a review of the material the student is expected to retain.

Question cards should be collected at the end of the period and filed for future use.

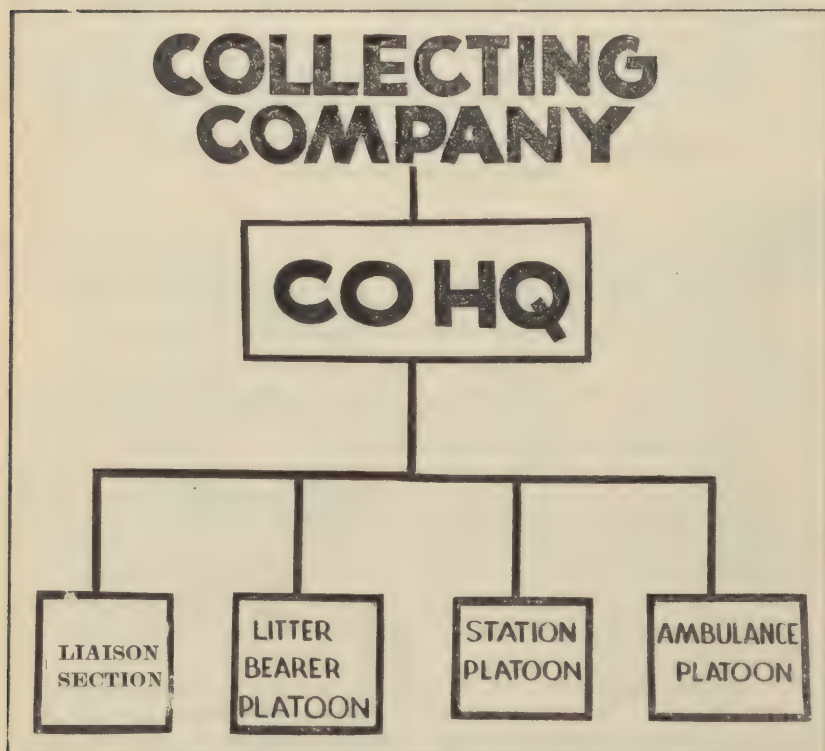


Chart No. 171

COLLECTION AND EVACUATION OF CASUALTIES FROM THE FIELD (DAY AND NIGHT) (6 Hours)

(Organization and Employment of the Collecting Company)

First Period: One Hour

Place. Classroom.

Text References. FM 8-5, Chapter 3, Sec. III; T O and E 8-17.

Instructional Aids.

Equipment. Use Charts No. 171 and 172.

Procedure. Conference.

Discuss the Collecting Company and its component parts with reference to:

1. Organization.
 - a. Men.
 - b. Officers.
 - c. Transportation.
2. Function: Contact, evacuate, treat, transport.
 - a. Liaison Section.
 - b. Litter Bearer Platoon.
 - c. Station Platoon.
 - d. Ambulance Platoon.
3. Equipment and Supply.
 - a. General References to T/O and E 8-17.

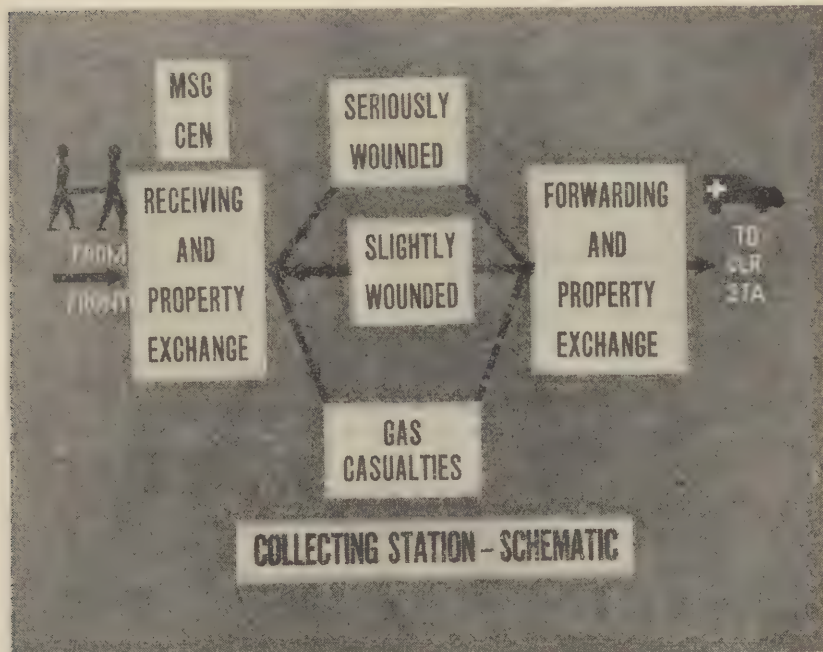


Chart No. 172

4. Relations with other units.
 - a. Regimental Medical Detachment.
 - b. Clearing Station.
 - c. Field Artillery.
5. Duties on the march and in combat.
 - a. Place in a column on the march.
 - b. Duties on the march.
 - c. Reiterate duties in combat.
 - (1) Contact.
 - (2) Evacuate.
 - (3) Treat.
 - (4) Transport.

COLLECTION AND EVACUATION OF CASUALTIES FROM THE FIELD (DAY AND NIGHT)

(Demonstration: Collecting Company)

Second Period: One Hour

Place. Demonstration Area.

Text References. FM 8-6, Chapter 2, Secs. III, IV; T/O and E 8-17.

Instructional Aids.

Personnel. Demonstration team (from battalion whose men are in an advanced state of training). See note below.

Equipment. Own organizational equipment.

Procedure. Demonstration.

1. Show unit complete with personnel and transportation, with equipment on trucks and ambulances.
2. Break down unit into component parts.
 - a. Liaison section.
 - b. Comment on disposition of litter bearers in litter bearer platoons as they move out.
 - c. Send out ambulance platoon leader, then ambulances, ostensibly to set up shuttle.
 - d. Set up station.
3. Individual examination of station and its equipment; question and answer period.

Note. If such personnel and equipment are not available for demonstration this period may be an illustrated conference.

COLLECTION AND EVACUATION OF CASUALTIES FROM THE FIELD (DAY AND NIGHT)

(Operation of a Collecting Company)

Third Period: Two Hours

Place. Demonstration Area.

Text References. FM 8-5, Chapters 3-6; T/O and E 8-17.

Instructional Aids.

Personnel. Trained NCO's who know the key positions of a collecting company.

Equipment. As authorized for Collecting Company, Medical Battalion.

Transportation. As authorized for Collecting Company.

Individual Equipment. Field uniform, strip pack, gas mask.

Procedure. Application.

Designate beforehand which men are to be used in the various positions in the radio section, litter bearer platoon, ambulance platoon, station platoon, in order that their platoon leaders might more readily determine for them and review with them what their particular duties will be in the course of the applicatory exercise.

1. Establish Liaison section.
2. Send out litter bearers toward areas in which dummy casualties are located.
3. Set up ambulance shuttle.
4. Set up station.

Station can be operated for one hour, during which time twenty casualties (2 per each four-man litter squad) can be located, evacuated, treated and transported through all collecting company facilities (distances for litter hauls and ambulance shuttle must be shortened).

Allow one-half hour for closing station, and for assembly and return of troops.

COLLECTION AND EVACUATION OF CASUALTIES FROM THE FIELD (DAY AND NIGHT)

Fourth Period: Two Hours

Place. Litter Bearer Obstacle course.

Text References. FM 8-35, pages 90-97.

Instructional Aids.

Personnel. Non-commissioned officer at each obstacle.

Equipment. Litters, one for each five men (one man of the five will simulate a casualty).

Individual Equipment. Field uniform, strip pack, gas mask.

Procedure. Application.

Enough of the obstacles should be used so that all carries must be employed. Suggested: Log on low barbed wire fence; wide shallow stream; fence; deep narrow ditch (trench); high fence; slope of steep hill. Litter squads should be separated at the beginning of the course by the distance between the first, and second obstacles; however, do not prevent congestion as they proceed along the course, since this will afford practice in lowering and raising the litter and permit the change of bearers from one position to another.

(41c)

AMBULANCE EVACUATION

(Driving, Shuttle and Convoy, Care of Casualties)

Only Period: Two Hours

Place. Classroom and demonstration area.

Text References. FM 8-5; FM 8-10, Ch. 2, Sec. IV; FM 8-35, Ch. 5; FM 8-55, Ch. 7; FM 25-10, Ch. 3; FS 8-78; T/O and E 8-17; T/O and E 8-27; T/O and E 8-317.

Instructional Aids.

Personnel. 10 ambulance drivers; 10 ambulance orderlies.

Equipment. Use Chart No. 173; FS 8-16, "Ambulance Loading and Unloading"; 10 ambulances.

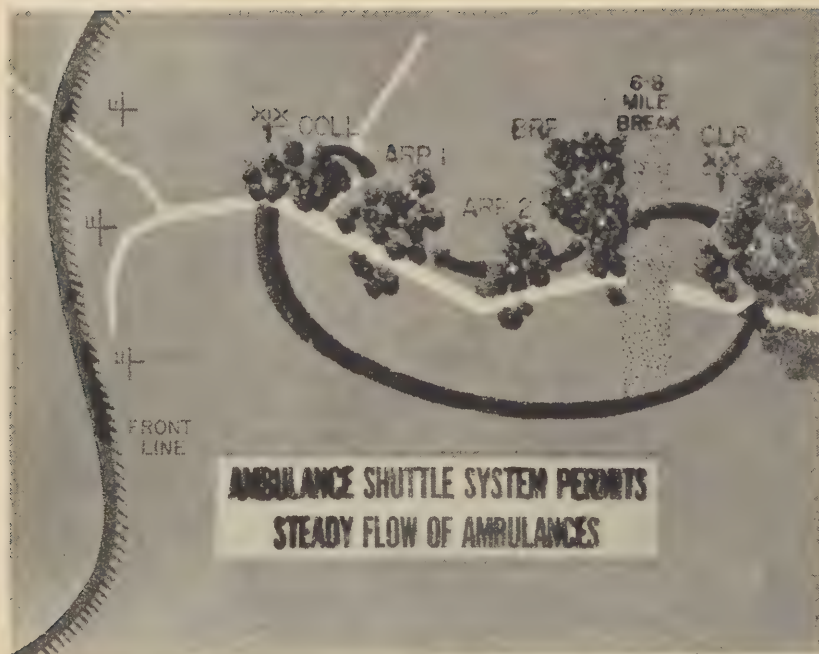


Chart No. 173

Procedure. Conference and Demonstration.

1. The conference at the beginning of the period should be devoted to a short discussion of the ambulance, cross country, (comments accompanying showing of FS), the organization of an ambulance platoon, emphasis being placed on the small number of ambulances available, the convoy method of movement, dispersion in general, and the specific employment of an ambulance shuttle:
 - a. Its place as part of a collecting company.
 - b. Termini of the shuttle.
 - c. Relay posts along the shuttle route.

For the remainder of the period the troops should be moved outdoors to a spot near a road where they can see a considerable distance in order that the ambulances may move past them.
2. Demonstrate ambulance convoy.
 - a. An ambulance shuttle with the Basic Relay Post and two or more Ambulance Relay Posts in view of the men. Review the points necessary for an understanding of the principles involved in the employment of a shuttle:
 - (1) Dispersion of vehicles.
 - (2) Various points which make up a shuttle.
 - b. Indicate that this unit is not the only one which provides casualty transportation, but also:
 - (1) Medical Collecting Company (separate).
 - (2) Ambulance Company (separate).

**OPERATION OF CLEARING ELEMENTS;
EMERGENCY MEDICAL TREATMENT
EMERGENCY MEDICAL TREATMENT (6 hours)**

First Period: One Hour

Place. Classroom.

Text References. FM 8-5, Chapter 3, Section IV; FM 8-10, Chapter 2, Section V; T/O 8-18.

Instructional Aids.

Equipment. Use Chart No. 174, "Arrangement of Clearing Station"; Chart No. 175, "Organization of Clearing Company"; blackboard.

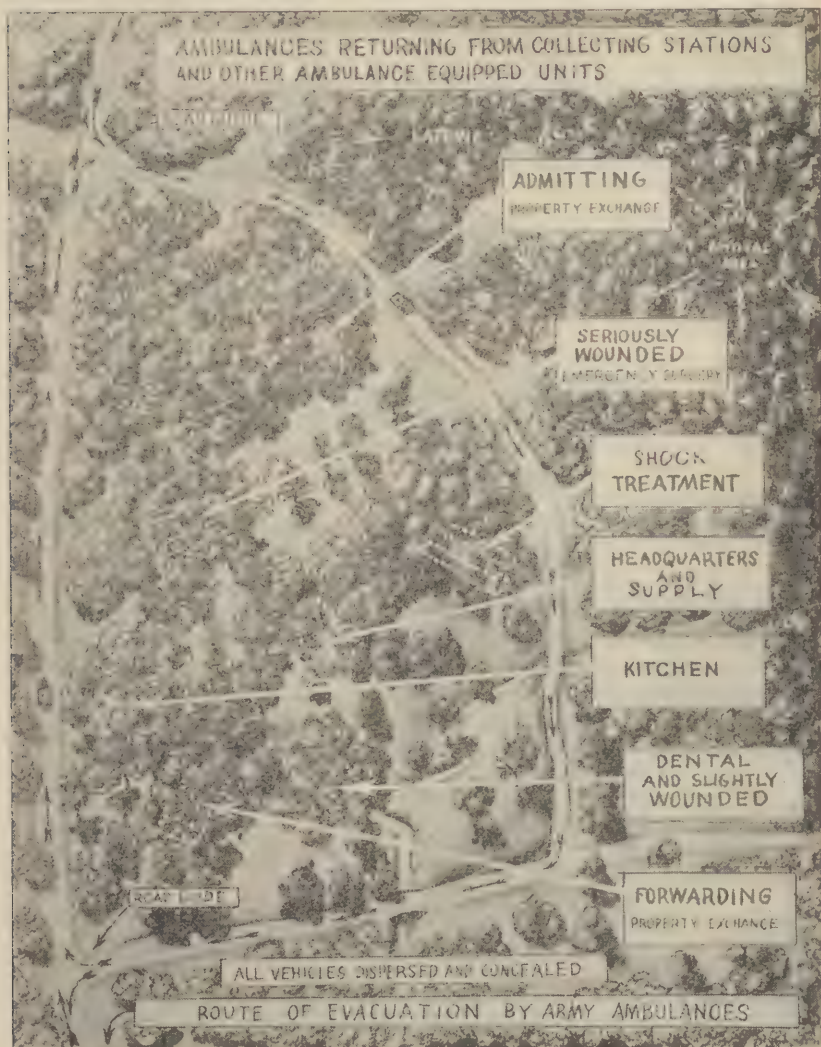
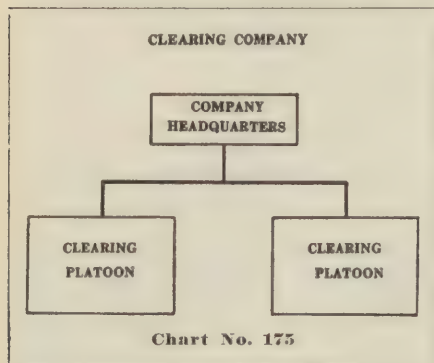


Chart No. 174

Procedure. Conference (follow general outline below).

1. Diagram medical installations of infantry division on the blackboard; aid stations, collecting stations, and clearing station. Review evacuation of casualties in the division.



2. General function of clearing elements.
3. Organization of clearing company, Medical Battalion, use chart.
4. Organization and function of company headquarters.
5. Organization and function of clearing platoon.
6. Employment and transportation of clearing company, briefly.
7. Employment of clearing company on march, and in combat.

8. Location of clearing station.
9. Arrangement of clearing station, use chart.
10. Records, EMT, Clearing Station Tag, and Check List.
11. Summary.

OPERATION OF CLEARING ELEMENTS; EMERGENCY MEDICAL TREATMENT

Second Period: One Hour

Place. Demonstration area.

Text References. Same as 1st period.

Instructional Aids.

Personnel. Clearing platoon; 8-10 simulated casualties.

Equipment. Organizational Equipment of a Clearing Platoon.

Transportation. Transportation of a Clearing Platoon; Kitchen Truck (attached from company headquarters); 2 Ambulances.

Procedure. Prior to the demonstration, the equipment is arranged in the form of a clearing station with the following departments:

Receiving.	Platoon Headquarters and
Seriously Wounded.	Supply.
Slightly Wounded and	Kitchen.
Dental.	Forwarding.
Shock.	

The station is placed in the open and tentage not erected, so that the class can see all that goes on.

At the beginning of the demonstration the demonstrators are lined up in front of the class, with the transportation behind them.

1. The instructor reviews briefly the organization and function of the clearing company.

2. The personnel and transportation of the clearing platoon are pointed out.

3. Demonstrators proceed to their various departments. The instructor points out the departments in the station and describes the functions of each.

4. Demonstrate casualties delivered to Receiving Department by ambulance, the routing of casualties through the station, and casualties being picked up by ambulance at the Forwarding Department.

OPERATION OF CLEARING ELEMENTS; EMERGENCY MEDICAL TREATMENT

Third Period: Four Hours

Place. Training area.

Text References. Same as 1st period.

Instructional Aids.

Personnel. Seven qualified enlisted men to act as assistant instructors. Each of these men must have knowledge of the set-up and function of one of the seven departments of the clearing station.

Equipment. Organizational Equipment of one Clearing Platoon.

Transportation. 2 Ambulances.

Procedure. The class is divided into groups corresponding to the departments in the clearing station as described in the 2nd Period. The area for the period should be reconnoitered beforehand, and sites selected for the various departments of the station. Dispersion and concealment are desirable.

1st Hour: Instructor outlines the period to the class. Class is then broken down into groups and placed in charge of assistant instructors. Clearing station established, including the erection of tentage. Instructor exercises general supervision.

2nd Hour: Groups are rotated so that each group sees every department of the station. Assistant instructors demonstrate the equipment and explain the function of their departments. Assistant instructor should remain in one department during the entire period in order to maintain a higher level of instruction.

3rd Hour: About 50 % of the students are designated as casualties. The casualties are tagged and delivered to the Receiving Department by ambulance. Casualties are routed through the station and emergency treatment given in accordance with the condition indicated in the EMT's. The Clearing Station Tags and Check List are prepared. Emphasis is placed on emergency medical treatment, as given in a clearing station, during this period.

4th Hour: Tentage struck and folded, equipment packed. Class assembled and the last 10 minutes of this period utilize for questions and critique by instructors.

TRANSPORTATION AND SUPPLY REQUIREMENTS PROCUREMENT AND ISSUE OF SUPPLIES (2 Hours)

First Period: One Hour

Place. Classroom.

Text References. T/O and E 8-16; FM 8-5, Pars. 42-46 and 52-64.

Instructional Aids.

Equipment. Use Chart No. 176.

Procedure. Conference.

1. Introduction.
 - a. Service units in general.
 - b. Necessity for service units.
 - c. Definition of a detachment.
2. Organization of Headquarters and Headquarters Detachment.
 - a. Functional sections.
 - (1) Battalion headquarters section.
 - (a) Personnel—ranks and grades.
 - (b) Transportation—vehicles.
 - (2) Battalion personnel section.
 - (a) Personnel—ranks and grades.
 - (b) Transportation—none.
 - (3) Detachment headquarters section.
 - (a) Personnel—ranks and grades.
 - (b) Transportation—vehicles.
 - (4) Motor maintenance section.
 - (a) Personnel—ranks and grades.
 - (b) Transportation—vehicles.
 - (5) General and medical supply section.
 - (a) Battalion supply group.
 - (1) Personnel—ranks and grades.
 - (2) Transportation—vehicles.
 - (b) Medical supply group.
 - (1) Personnel—ranks and grades.
 - (2) Transportation—vehicles.

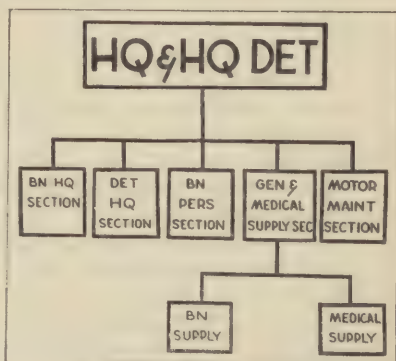


Chart No. 176

TRANSPORTATION AND SUPPLY REQUIREMENTS PROCUREMENT AND ISSUE OF SUPPLIES

Second Period: One Hour

Place. Classroom.

Text References. T/O and E 8-16; FM 8-5, Pars. 42-46 and 52-64.

Instructional Aids.**Equipment.** Use Chart No. 176.**Procedure.** Conference.

1. Brief review of the first hour.
2. Functions of sections of headquarters and headquarters detachment.
 - a. Battalion headquarters section.
 - (1) Function of the section in general.
 - (2) Function of each member of section.
 - b. Battalion personnel section.
 - (1) Function of the section in general.
 - (2) Function of each member of section.
 - c. Detachment headquarters section.
 - (1) Function of the section in general.
 - (2) Function of each member of section.
 - d. Motor maintenance section.
 - (1) Function of the section in general.
 - (2) Function of each member of section.
 - e. General and medical supply section.
 - (1) Battalion supply group.
 - (a) Function of the group.
 - (b) Function of each member of group.
 - (2) Medical supply group.
 - (a) Function of the group.
 - (b) Function of each member of group.

(41f)

**FUNCTIONS AND COMBAT DISPOSITIONS OF SECTIONS, ELEMENTS
AND ECHELONS OF MEDICAL BATTALIONS**

(2 Hours)

Only Period: Two Hours**Place.** Classroom.

Text References. FM 8-5, Chap. 2 and 3; FM 8-10, Chap. 2; FM 100-10, Chap. 7, Secs. I-III; FS 8-75; FS 8-76.

Instructional Aids.

Equipment. FS 8-75, "Medical Service of the Infantry Division, Part I, Medical Detachments"; FS 8-76, "Medical Service of the Infantry Division, Part II, The Medical Battalion."

Procedure. Conference. This period will be used as a review of the detachments as well as the elements of the medical battalion, with particular care to present the picture as a whole. FS 8-75 and FS 8-76 will be used. Emphasize the following:

1. The general composition of detachments.
2. Area of responsibility and function in that area.
3. Support of detachments by the battalion.
4. Method of support to free detachments for movement.
5. Elements of the battalion.
6. Functions of various elements of battalion.
7. Zone of responsibility of battalion.
8. Summarize purposes of first and second echelons of medical service.

To treat	}	Casualties	}	To return to duty
To sort				To evacuate

FIELD EXERCISE, OPERATION AND FUNCTION OF MEDICAL BATTALIONS (10 hours)

First Period: Two Hours

Place. Classroom.

Text References. FM 8-5, Chap. 3; FM 8-10, Chap. 2, Sec. III, IV, and V.

Instructional Aids.

Equipment. Maps or sketches of the exercise. Cards for assignment of personnel to groups.

Procedure. Note. The instructor must have the field exercise prepared in advance. The problem should be worked up to meet the requirements of a field exercise, troops of one side will be present under simulated war conditions while those of the other side are imaginary. The problem should be set on terrain which offers features favorable to the operation of the battalion. If maps are available the situation should be staked out on maps. If no maps are available sketches should be prepared outlining the disposition of troops and the general scheme of operation for the battalion.

Actual distances need not be observed as it will conserve time to shorten the litter carry and the ambulance route.

The exercise should be considered as five phases of instruction:

Litter bearers.

Clearing station.

Collecting station.

Headquarters detachment.

Ambulance operation.

Sufficient personnel of the battalion should be present to serve as coaches and umpires but the actual operation must be done by the students.

The students should be divided into five groups and plans made for rotation of the groups through each phase of the operation.

One umpire should be designated for each phase and he should orient the entire group at the beginning of each phase, for example: when a group arrives at the collecting station they should have the different departments pointed out and a very brief resumé of the function of each department. From the group, individuals are then given their assignment and begin the application.

Approximately one hour can be used in application in addition to the short orientation. During the application, coaches and umpires should supervise and direct the work of the students.

Conference: The instructor should present the tactical situation as worked out for the field exercise. The operation of the medical battalion should be presented in detail so that all will be familiar with the dispositions of elements of the battalion and the mechanics of operation.

The general conduct and control of the exercise should be explained. Students should be told how they will function in the various phases and what is expected of them.

Group assignment should be made. Each group should be assigned to its first phase and the order of rotation through the exercise should be given.

Time of assembly, place, uniform and equipment, and mode of transportation should be announced.

FIELD EXERCISE, OPERATION AND FUNCTION OF MEDICAL BATTALIONS

Second Period: Eight Hours

Place. Field.

Text References. FM 8-5, Chap. 3; FM 8-10, Chap. 2, Secs. III, IV, and V.

Instructional Aids.

Personnel. Key individuals from each element of the battalion in sufficient number to adequately supervise the operation of that element.

Equipment. As prescribed by T/E for the medical battalion.

Transportation. As prescribed for the medical battalion.

Individual Equipment. Field uniform and field equipment.

Procedure. Application. The entire eight hours will be devoted to the applicatory phase of the field exercise. Students will assemble in groups as per assignment at the designated time and place. Elements of the battalion will move into their positions and stations will be established. The litter bearer group will go forward to the battalion aid stations, which will be designated by the groups of simulated casualties prepared for evacuation. The litter evacuation route should allow the use of wheeled litters which will introduce the litter relay post and the operation of a two bearer team.

One litter trip is sufficient but not all the litter bearers should arrive at the collecting station at the same time. As they arrive at the collecting station they should be taken in charge by a coach who will assign them to duties outside the station proper, such as digging fox holes and slit trenches. In this way the litter bearer group is controlled and kept busy until they are ready to begin the second phase.

The entire litter group is then taken over by an umpire who gives a brief orientation of the collecting station; pointing out the message center, admitting department, property exchange, seriously wounded, slightly wounded, shock and evacuation departments.

Then the students are given specific assignments in the station and begin the second phase of the exercise.

Those relieved from the collecting station are ready to begin the operation of the ambulance platoon. They are given their orientation instructions, and since all cannot begin at once, those who are waiting continue the work on fox holes and slit trenches until an ambulance is available for them.

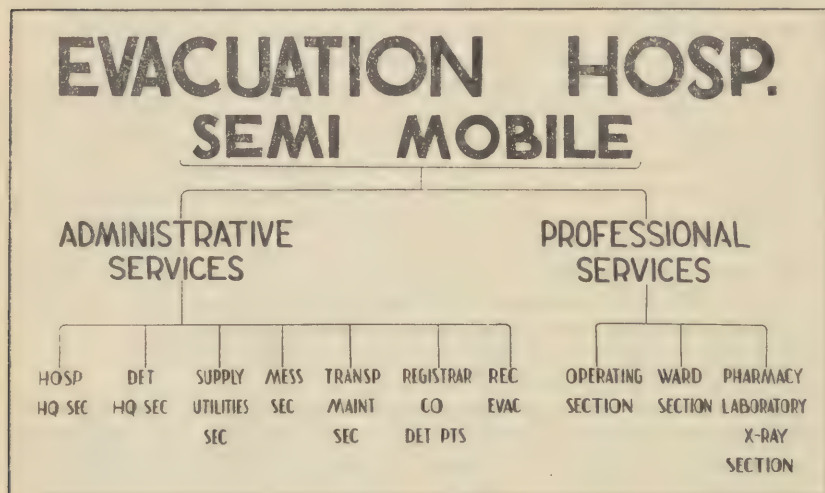
The same technique is applicable for control and relief of groups from the ambulance platoon, the clearing station, and the headquarters detachment.

The importance of control and supervision is evident. This must be provided by the coaches and careful consideration must be given to the number that will be needed.

If control is adequate, a rotation of groups should take place every hour—15 minutes being used for orientation. This schedule will allow time to assemble all students for a critique which will require approximately 30 minutes. The critique should be held at the CP of the battalion, at which time the functions of the CP will be discussed. The remainder of the time will be taken up by the umpires of the various phases.

OPERATION AND FUNCTION OF EVACUATION HOSPITALS (2 hours)**First Period: One Hour****Place.** Classroom.**Text References.** FM 8-5, Chap. 9, Sec. I; FM 8-10, Chap. 11, Sec. III; T/O 8-581.**Instructional Aids.****Equipment.** Chart No. 177.**Procedure.** Conference.

1. Define an evacuation hospital. The student should be told that it is a mobile unit. He should be given a concept of the size and capacity.
2. Organization. Refer to chart to emphasize the functional organization.
3. Equipment. Equipment should be discussed to give a picture of the type of treatment given in an evacuation hospital.
4. Individual duties. Discuss the various assignments and duties of the enlisted men. The qualifications and ratings of the various assignments.

**Chart No. 177****OPERATION AND FUNCTION OF EVACUATION HOSPITALS****Second Period: One Hour****Place.** Classroom.**Text References.** FM 8-5, Chap. 9, Sec. I; FM 8-10, Chap. 11, Sec. III.**Instructional Aids.****Equipment.** Chart No. 177.**Procedure.** Conference.

1. Functional employment of evacuation hospitals. Discuss:
 - a. Where evacuation hospitals are employed.
 - b. Their relation to other units in terms of support.
 - c. Controlled by army.
 - d. Purpose in the chain of evacuation.

2. Illustrate operation.
 - a. How moved and where established.
 - b. How casualties are brought to hospital.
 - c. Source of casualties coming to hospital.
 - d. Types of casualties.
 - e. Aim of treatment given in hospital.
 - f. Where and how casualties go from hospital.
3. Summary.
 - a. Care and rehabilitation of short time casualties.
 - b. Preparation for further evacuation of those casualties requiring prolonged care.

(41i)

OPERATION AND FUNCTIONS OF FIXED HOSPITALS (2 hours)

First Period: One Hour

Place. Classroom.

Text References. TM 8-260.

Instructional Aids.

Equipment. Use Chart No. 178.

Procedure. Conference.

1. Definition of general hospitals.
 - a. As fixed hospitals.
 - b. Named and numbered.
 - c. Examples and locations.
2. Organization.
 - a. Size of hospital.
 - b. Capacity.
 - c. Hospital center.
 - d. Equipment—same as large civilian hospital.
3. Individual Duties.

In sufficient detail only to present a general concept of the enlisted man's function.

OPERATION AND FUNCTIONS OF FIXED HOSPITALS

Second Period: One Hour

Place. Classroom.

Text References. TM 8-260.

Instructional Aids.

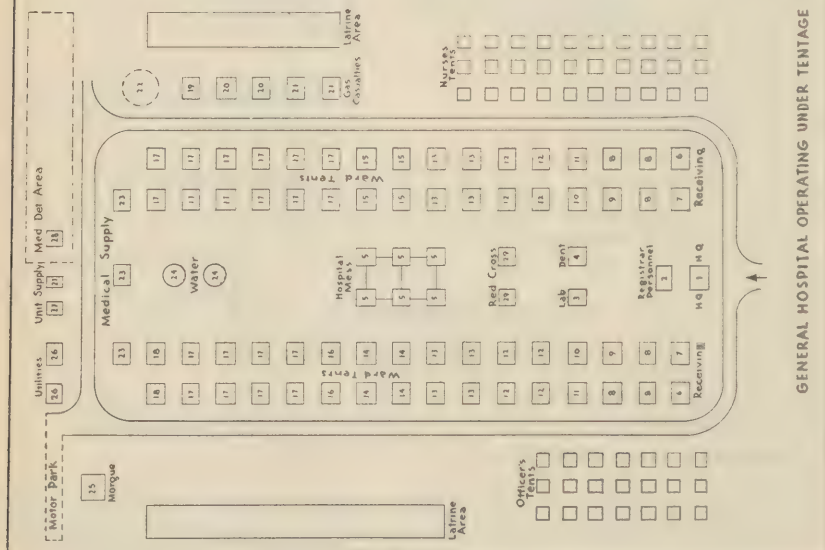
Equipment. Use Chart No. 178.

Procedure. Conference.

1. Functional organization.
 - a. Refer to diagram and discuss the arrangement of a general hospital.
 - b. A hasty sketch of equipment and scope of treatment in a general hospital.
2. A terminus in evacuation.
 - a. The sources of casualties coming to general hospital.
 - b. Means of transportation in arriving at general hospital.
3. Treatment and disposition of casualties.

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 20-GAS WARDS - LUNG
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 25-MORGUE
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 27-UNIT SUPPLY
 28-HEADQUARTERS MEDICAL DETACHMENT
 29-RED CROSS SERVICE



GENERAL HOSPITAL OPERATING UNDER TENTAGE (TENTATIVE PLAN)

Chart No. 178

ORGANIZATION AND FUNCTIONS OF MEDICAL GAS TREATMENT BATTALION (2 hours)

Only Period: Two Hours

Place. Instructional area.

Text References. T/O 8-125.

Instructional Aids.

Equipment. Use Chart No. 179; equipment of Gas Treatment Battalion (if available).

Procedure. Conference and Demonstration.

1. Conference, discussion of:

a. Functional organization of the battalion.

b. Personnel.

c. Transportation.

d. Equipment.

e. Tactical employment of the battalion.

2. Demonstration.

Following a 20-minute discussion of the battalion, the men should be taken to the treatment station which has already been set up. If the equipment of the gas treatment battalion is not available, as much as possible should be improvised to simulate the station.

The instructor should explain the various items of equipment, their purposes and how they are used to supplement the treatment already given.

Simulated casualties, such as would come to the Gas Treatment battalion, may be brought into the station. This presents the opportunity for a quiz having soldiers determine the causative agent. Simulated casualties should be instructed and drilled on their history.

After the type of injury has been determined, the proper treatment is undertaken demonstrating the technique.

Some of the simulated casualties should be combination of gun shot wounds with chemical injuries. The necessary modification of treatment of battle injury due to chemical complication should be emphasized.

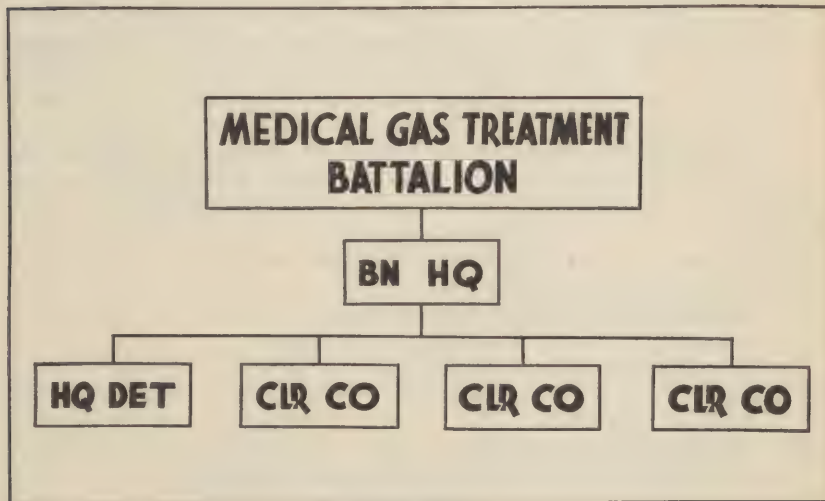


Chart No. 179

FIELD EXERCISE—OPERATION & FUNCTION OF UNIT

Only Period: Forty Hours

Place. Field.**Text References.** FMs and TMs covering whichever medical unit is concerned.**Instructional Aids.****Personnel.** As per T/O of the particular unit.**Equipment.** As prescribed for the unit.**Transportation.** As prescribed for unit. When unit lacks sufficient organic transportation additional vehicles will be secured.**Individual Equipment.** Field uniform and field equipment.

Procedure. This period should be used to train personnel as a unit under simulated war conditions. The exercise must be designed and directed to provide the ultimate in realism. All types of operations which the unit will employ in actual combat should be included, time permitting. The tactical situation on which the unit operation is based should provide sufficient possibilities to keep the unit training active. Key personnel must be able under the direction of umpires to stimulate the students, foster realism, and supervise the individual work.

When the scope of training for the entire field exercise has been determined, it should be broken down into time periods, for example, five periods of eight hours each and the particular phase given its proportionate share of the time. In allotting the time provisions should be allowed for the initial orientation. All must be thoroughly familiar with what the unit is going to do, where it will be done, how it will be done, and in this instance why it is being done. Interest will be lacking, enthusiasm may not be present, and much of the value of the training period will be lost if the above conditions are not fulfilled.

Provisions in allotting the time must also be made for a critique at the close of the exercise. The critique should follow the close of the exercise immediately. It need not be long. It should be confined to a discussion of the conduct of the exercise, and *not* a review of exercise as a whole. The umpires should gather the material for the critique during the operation. The material should encompass the commendable aspects of the students work as well as the defects which were present during the operation.

The following example is an outline for an exercise applicable for a field hospital. The example may be used as a guide only and will need to be modified to fit the needs of other types of units.

First day.

1. Orientation and explanation of the situation.
2. Assignment of personnel.
3. Assembling and loading of equipment.
4. Movement to site for establishment of station.
5. Establishment of basic unit.

Second day.

1. Completion of station.
2. Camouflage of installation.
3. Individual protection, fox holes and slit trenches.
4. Operation of station.

Third day.

1. Operation of station.
 - a. Use of equipment in the station.
 - b. Simulated casualties and technique of treatment.

Fourth day.

1. Closing station, packing equipment, loading and movement to new site.
2. Establishment of station at new site.
3. Operation of station (emphasis should be placed on the technique of treatment with less attention to camouflage and measures for individual protection, although these should not be omitted entirely).

Fifth day.

1. Closing station.
2. Preparation of equipment for return to camp.
3. Critique.
4. Return to camp.

INSPECTIONS AND TESTS

(Administrative and Training)

Purpose and Scope. Inspections and tests are an extremely important part of any training program. They have the two-fold purpose of reviewing the essentials of the subject of instruction and thus impressing them on the mind of the student, and of determining whether or not the student has the requisite knowledge and the ability to apply it. They may take the form of written or oral answers to questions; of applications of doctrine; or of performance demonstrating certain required phases of drills, exercises, or mechanical technique. Performance tests should be used whenever practicable. The progress of units is normally tested by training or tactical inspections.

One great virtue of tests and examinations is that they encourage the student to strenuous effort. He must show that he understands the subject and consequently he must review his instruction, analyze the subject matter, and be able to apply his knowledge to a concrete situation. Knowing that he will be judged by the result of his examination or test, his pride will spur him on to greater effort.

Examination questions should be confined to the essential facts of the subject. Questions should be framed to suggest practical application of the knowledge acquired, not simply to test the memory. Questions must be clear, there must be no doubt in the student's mind as to the information desired. A question that can be misunderstood will be misunderstood. Questions for written examinations should be discussed with a disinterested person before they are given to the student. They should require specific answers; questions such as "Tell all you know" or "Discuss briefly" should be avoided. Examinations should be susceptible of uniform grading for fairness in comparison. Provision should be made for full discussion of an examination with the students examined to point out errors and clear up all points of misunderstanding.

Examinations which show lack of knowledge of the essentials of the subject, or inability to apply the knowledge to particular situations indicate either faulty instruction or lack of ability or application on the part of the student. Supervision by the commander will generally indicate whether the instructor or the student is at fault. When there is a general failure on the part of a group to absorb instruction, the methods of instruction used should be critically regarded and the instructors surveyed to determine where the fault lies.

Each test, like every other step in the training program, is important only to the extent that it helps to achieve the ultimate objective of the training program. Examinations may be used for a number of purposes, including the following:

1. **Measuring student achievement.** Examinations and tests are administered primarily to measure the student's command of the material covered. They are instruments by which you can measure the ability of the soldiers against the requirements of the military duties which they will have to perform.

2. **Challenging the student.** Although preparing to meet the ultimate test of battle is a powerful motivating force, the soldier needs a more immediate challenge to spur him to rapid mastery of the course material. This challenge can be furnished by examinations which relate to practical military problems.
3. **Determining the quality and effectiveness of teaching.** Tests and examinations indicate points of weakness in the teaching program and pave the way for improvement.
4. **Correcting student errors and fixing attention on their weakness.** In addition to correcting defects in teaching procedures, tests will indicate to the students the subjects in which they require additional study.
5. **Summarizing and reviewing fundamental materials.** Tests review the material covered in a class period, in a week, or in a complete course, and serve to summarize the subject matter and to fix it more firmly in the minds of your students.
6. **Developing competition among the students.** Examinations develop competition among students, and this tends to raise the level of student performance. Moreover, the individual student usually enters into competition with himself in an effort to do better work in each succeeding examination.

Actual Time Allotted. 52 hours. From two to four hours are allotted for this subject for each week of the entire training period.

The selection of subjects, arrangement and methods of inspections and tests employed during these hours is left to the discretion of the instructor using this guide. Some inspections or tests will require only one hour and others will require three or four hours. If it is found that insufficient time is allotted for this important subject for any one week, it is suggested that open time be utilized for this purpose.

Text References. FM 21-5, Par. 69; FM 21-15, Sec. IV; FM 21-100, Chaps. 6-7; FM 22-5, Chap. 9, Sec. IV; TM 10-545; AR 40-205; AR 265-10; AMB No. 23 Dunham: Military Preventive Medicine.

Methods of Instruction. Demonstration and Application.

Standards of Proficiency. Each soldier should know:

1. The "battle value" of inspections and tests.
2. The importance of the inspection and test.
3. How to best prepare for the inspection and test.
4. The several types of inspections.
5. How to conduct himself during an inspection.

INSPECTIONS AND TESTS

(Administrative and Training)

All Periods

Place. Wherever suitable for the particular inspection.

Text References. As previously given.

Instructional Aids. Any aids which are pertinent to the inspection or test

Individual Equipment. As required by the particular inspection or test

Procedure. The periodic inspection and test is a function of both the unit commander and higher headquarters. The unit commander (company or detachment) should conduct regular weekly inspections of his men, barracks, and equipment. Routine tests should be conducted during and on completion of each training subject.

The higher commander (battalion or regimental) should conduct at frequent intervals both administrative and training inspections to determine the condition and progress of units of their command. At the beginning of a regular training phase, the higher headquarters should issue an inspection calendar to all units. This calendar gives the date of training inspections to be conducted by the higher headquarters in each training subject.

The manner or method of inspecting a unit depends upon the desires of the inspecting officer. It is desirable to vary the method from one unit to another.

A simple procedure for the routine inspection of a company is given in period No. 15, subject No. (8) Dismounted Drill.

(43)

PROCESSING

Purpose and Scope. This subject has been added to the training program to provide additional time for the issuing of equipment, conducting initial physical examinations and immunizations and the completion of papers, forms, and records.

Actual Time Allotted. 16 hours.

Prior to movement to Staging Areas or Ports of Embarkation modifications of check lists shown in Cir. 333 and 361 WD 1942 may be used advantageously.

The following form is one suggested for use by a company or detachment commander as a check list for required administrative procedures. (See Chart No. 180).

(44)

OPEN TIME

Purpose and Scope. The purpose of this time is explained in Section I, par. 3b. of the Mobilization Training Program.

Actual Time Allotted. 64 hours (4 hours each week during the 16 weeks program). See Appendices V and VI.

CHECK LIST FOR COMPANY (DET)

[illegible]

NOTE: INITIAL ENTRIES TO BE MADE BY PERSONNEL OFFICER IN RED INK FROM ENTRIES IN S/H. SUBSEQUENT ENTRIES BY COMPANY COMMANDER WILL BE MADE IN BLACK INK.

Chart No. 180

NOTES

APPENDIX I

LIST OF TEXT REFERENCES FOR INSTRUCTORS' GUIDE

Field Manuals

FM	1-5	Employment of Aviation of the Army
FM	1-10	Tactics and Technique of Air Attack
FM	3-5	Chemical Warfare Service, Volume I, Tactics and Technique
FM	3-15	Supply and Field Service
FM	4-5	Seacoast Artillery: Organization and Tactics
FM	5-5	Troops and Operation
FM	5-15	Field Fortifications
FM	5-20	Camouflage
FM	5-25	Explosives and Demolitions
FM	5-30	Engineer Antimechanized Measures
FM	5-35	Reference Data
FM	6-5	Organization and Drill
FM	7-10	Rifle Company, Rifle Regiment
FM	7-15	Heavy Weapons Company, Rifle Regiment
FM	7-20	Rifle Battalion
FM	7-30	Service Company and Medical Detachment, Infantry Regiment
FM	8-5	Mobile Units of the Medical Department
FM	8-10	Medical Service of Field Units
FM	8-35	Transportation of the Sick and Wounded
FM	8-40	Field Sanitation
FM	8-45	Records of Morbidity and Mortality (Sick and Wounded)
FM	8-50	Splints, Appliances, and Bandages
FM	8-55	Reference Data, Medical Department
FM	11-5	Mission, Functions, and Signal Communication in General
FM	12-105	The Army Postal Service
FM	17-10	Tactics and Technique
FM	17-80	Medical Units, Armored Force (to be published)
FM	18-5	Organization and Tactics of Tank Destroyer Units
FM	21-5	Military Training
FM	21-6	List of Publications for Training
FM	21-7	List of Training Films, Film Strips and Film Bulletins
FM	21-10	Military Sanitation and First Aid
FM	21-11	First Aid for Soldiers
FM	21-15	Equipment, Clothing and Tent Pitching
FM	21-20	Physical Training
FM	21-25	Map and Aerial Photograph Reading
FM	21-26	Advanced Map and Aerial Photograph Reading
FM	21-30	Conventional Signs, Military Symbols and Abbreviations
FM	21-40	Defense Against Chemical Attack
FM	21-42	Defense Against Incendiaries
FM	21-45	Protective Measures Individuals and Small Units
FM	21-50	Military Courtesy and Discipline
FM	21-100	Soldiers' Handbook
FM	21-105	Engineer Soldier's Handbook
FM	21-150	Unarmed Defense for the American Soldier
FM	22-5	Infantry Drill Regulations (including changes No. 3, 16 Sep. 43)
FM	23-5	U. S. Rifle, Caliber .30, M1

APPENDIX I (Continued)

FM	23-10	U. S. Rifle, Caliber .30, M1903
FM	23-25	Bayonet M1905
FM	23-35	Automatic Pistol, Caliber 45
FM	23-36	Revolver, Colt, Caliber 45
FM	24-5	Signal Communication
FM	24-9	Combined United States-British Radiotelephone Procedure
FM	24-10	Joint Army and Navy Radio Procedure
FM	25-10	Motor Transport
FM	26-5	Interior Guard Duty
FM	27-10	Rules of Land Warfare
FM	30-15	Examination of Enemy Personnel
FM	30-25	Military Intelligence—Counterintelligence
FM	30-30	Identification of U. S. Government Aircraft
FM	30-31	Identification of British Aircraft
FM	30-38	Identification of Japanese Aircraft
FM	30-39	Identification of Italian Aircraft
FM	30-40	Identification of United States Armored Vehicles
FM	31-30	Tactics and Technique of Airborne Troops
FM	31-40	Supply of Ground Units by Air
FM	100-5	Field Service Regulations, Operations
FM	100-10	Field Service Regulations, Administration
FM	100-15	Field Service Regulations, Larger Units
FM	101-5	The Staff and Combat Orders
FM	101-10	Organization, Technical and Logistical Data

Technical Manuals

TM	1-1000	Vocational Teaching
TM	3-205	The Gas Mask
TM	3-215	Military Chemistry and Chemical Agents
TM	3-220	Chemical Decontamination Materials and Equipment
TM	3-305	Use of Smokes and Lacrimators in Training
TM	3-330	Incendiary Bombs
TM	3-350	Gas Proof Shelters
TM	5-235	Surveying
TM	5-267	Camouflage Supplement 3
TM	5-310	Military Protective Construction
TM	5-325	Enemy Land Mines and Booby Traps
TM	5-400	Military Railways and Inland Waterways
TM	8-210	Guides to Therapy for Medical Officers
TM	8-220	Medical Department Soldier's Handbook
TM	8-233	Manual for Pharmacy Technicians
TM	8-260	Fixed Hospitals of the Medical Department (General and Station Hospitals)
TM	8-285	Treatment of Casualties from Chemical Agents (in process revision)
TM	8-500	Hospital Diets
TM	9-2900	Military Explosives
TM	10-405	The Army Cook
TM	10-460	Driver's Manual

APPENDIX I (Continued)

TM	10-545	Motor Transport Inspections
TM	11-242	Radio Set SCR-300-A
TM	11-1122	Detector Sets
TM	21-220	Sports and Games
TM	21-250	Army Instruction
TM	30-450	Handbook on German Military Forces

Army Regulations

AR	1-5 to 1-15	AR	55-110	AR	600-25
AR	30-3040	AR	55-120	AR	600-30
AR	35-1420	AR	55-130	AR	600-35
AR	35-1440	AR	55-135	AR	600-40
AR	35-1540	AR	55-145	AR	600-100
AR	35-2320	AR	55-390	AR	600-355
AR	35-2340	AR	260-10	AR	605-110
AR	35-2360	AR	265-10	AR	615-5
AR	35-2460	AR	340-25	AR	615-10
AR	35-2480	AR	340-40	AR	615-20
AR	35-2600	AR	345-15	AR	615-40
AR	35-5520	AR	345-25	AR	615-275
AR	40-5 to 40-600	AR	345-40	AR	615-290
AR	40-205	AR	345-75	AR	615-300
AR	40-210	AR	345-155	AR	615-500
AR	40-590	AR	345-415	AR	750-10
AR	40-1005	AR	380-5	AR	850-5
AR	40-1025	AR	600-10	AR	850-20
		AR	600-15		

War Department Training Circulars

TC	10 WD 1940	TC	63 WD 1942	TC	27 WD 1943
TC	31 WD 1941	TC	67 WD 1942	TC	28 WD 1943
TC	47 WD 1941	TC	72 WD 1942	TC	32 WD 1943
TC	73 WD 1941	TC	75 WD 1942	TC	34 WD 1943
TC	3 WD 1942	TC	76 WD 1942	TC	41 WD 1943
TC	4 WD 1942	TC	86 WD 1942	TC	50 WD 1943
TC	9 WD 1942	TC	87 WD 1942	TC	51 WD 1943
TC	28 WD 1942	TC	90 WD 1942	TC	62 WD 1943
TC	29 WD 1942	TC	94 WD 1942	TC	63 WD 1943
TC	31 WD 1942	TC	99 WD 1942	TC	66 WD 1943
TC	44 WD 1942	TC	5 WD 1943	TC	67 WD 1943
TC	50 WD 1942	TC	8 WD 1943	TC	70 WD 1943
TC	52 WD 1942	TC	14 WD 1943	TC	71 WD 1943
TC	55 WD 1942	TC	15 WD 1943	TC	75 WD 1943
TC	57 WD 1942	TC	20 WD 1943	TC	90 WD 1943
TC	61 WD 1942	TC	25 WD 1943	TC	108 WD 1943

APPENDIX I (Continued)

War Department Circulars

Cir 125 WD 1940	Cir 225 WD 1942	Cir 361 WD 1942
Cir 129 WD 1941	Cir 230 WD 1942	Cir 380 WD 1942
Cir 169 WD 1941	Cir 273 WD 1942	Cir 44 WD 1943
Cir 66 WD 1942	Cir 277 WD 1942	Cir 55 WD 1943
Cir 113 WD 1942	Cir 333 WD 1942	Cir 95 WD 1943
Cir 148 WD 1942	Cir 355 WD 1942	Cir 111 WD 1943
Cir 182 WD 1942	Cir 360 WD 1942	Cir 114 WD 1943
Cir 204 WD 1942		Cir 169 WD 1943

SGO Circular Letters

SGO Cir Ltr 80, 1942	SGO Cir Ltr 22, 1943	SGO Cir Ltr 118, 1943
SGO Cir Ltr 108, 1942	SGO Cir Ltr 44, 1943	SGO Cir Ltr 136, 1943
SGO Cir Ltr 19, 1943		SGO Cir Ltr 146, 1943

Tactical and Technical Trends

(Military Intelligence Division, WD, Wash DC)

Tactical and Technical Trends No. 13	Tactical and Technical Trends No. 24
Tactical and Technical Trends No. 15	Tactical and Technical Trends No. 25
Tactical and Technical Trends No. 16	Tactical and Technical Trends No. 26
Tactical and Technical Trends No. 17	Tactical and Technical Trends No. 27
Tactical and Technical Trends No. 18	Tactical and Technical Trends No. 28
Tactical and Technical Trends No. 23	Tactical and Technical Trends No. 29
Tactical and Technical Trends No. 30	

Miscellaneous References

Medical Department Supply Catalog

Appropriate Medical Department Equipment Lists. (Available at St. Louis Medical Depot)

Military Preventive Medicine (Dunham)

Army Medical Bulletin No. 41 (Special Issue) 1 October 1937

A History of the Medical Department of the U. S. Army, by Colonel P. M. Ashburn, MC.

War Department Information Memorandum No. 3, Army Orientation Course 14 Aug 1943

"The War in Outline" by Special Service Division, Washington, D. C.

Guide to the Use of Information Material by Special Service Division, Washington, D. C.

Special Service Digest, Orientation Issue, by Special Service Division, Washington, D. C.

Manual for Courts Martial—U. S. Army 1928

Miscellaneous Subjects, Chemical Warfare School Book I, Edgewood Arsenal, Maryland

"Fighting on Guadalcanal." War Department Government Printing Office War Department Bulletin No. 16, 21 July 1943

The Air Force in Theaters of Operations, Organizations and Functions, Headquarters Army Air Force, War Department, Washington, D. C.

Office of Quartermaster General, Circular No. 17, 1943

Infantry School Training Bulletin No. GT-10, 1 December 1942

Infantry School Training Bulletin No. GT-16, 1 February 1943

APPENDIX I (Continued)

Infantry School Training Bulletin No. GT-3, 15 August 1943

Infantry School Training Bulletin No. 143, Silhouettes, U. S. Army Air Corps

"Psychology for the Fighting Man" by Infantry Journal, Washington, D. C. 1943

Intelligence Bulletin, Volume 1, Number 1, September 1942

Intelligence Bulletin, Volume 1, Number 2, October 1942

Intelligence Bulletin, Volume 1, Number 3, November 1942

Intelligence Bulletin, Volume 1, Number 5, January 1943

Intelligence Bulletin, Volume 1, Number 10, June 1943

Intelligence Bulletin, Volume 1, Number 12, August 1943

War Department Memorandum W 350-28-43, 9 February 1943

War Department Memorandum S 350-26-43, 25 April 1943

War Department Memorandum S 350-31-43, 17 June 1943

War Department Memorandum W 350-36-43, 30 August 1943

APPENDIX II

LIST OF INSTRUCTIONAL AIDS, BASIC TRAINING

			<i>Running Time</i>
			<i>in Minutes</i>
TF	1-258	Identification of Aircraft	8
TF	1-259	Identification of Aircraft	15
TF	1-294	Identification of Aircraft, German Pursuit	8
TF	1-373	Identification of Aircraft, Focke-Wulf Kurrier	16
TF	1-417	Identification of Aircraft, Italian Bomber Cantiere Z-1007 ..	8
TF	1-418	Identification of Aircraft, Wellington Bomber	9
TF	1-419	Identification of Aircraft, Bristol Beaufighter	6
TF	1-421	Identification of Aircraft, Japanese Navy Scouting Seaplane 95	7
TF	1-422	Identification of Aircraft, Japanese Navy Patrol Bomber 97	8
TF	1-424	Identification of Aircraft, Hurricane	6
TF	1-425	Identification of Aircraft, Japanese Biplanes, Navy Fighter 95 and Navy Torpedo Bomber 96	13
TF	1-426	Identification of Aircraft, Hampden Bomber	4
TF	1-427	Identification of Aircraft, Japanese Fighter Bombers, Seversky 98, Nakajima 98	10
TF	1-428	Identification of Aircraft, Heinkel 115	6
TF	1-429	Identification of Aircraft, Whitley Bomber	5
TF	1-430	Identification of Aircraft, Bristol Blenheim and Bris- tol Beaufort	7
TF	1-431	Identification of Aircraft, Japanese Medium Army Bomber 98	9
TF	1-433	Identification of Aircraft, Halifax Bomber	5
TF	1-434	Identification of Aircraft, German Bombers JU 87 and JU 88	9
TF	1-435	Identification of Aircraft, German Heinkel 111 KMK VA ...	6
TF	1-436	Identification of Aircraft, Japanese Medium Bombers 96 and 97	16
TF	1-437	Identification of Aircraft, Japanese Army, Light Bomber ..	9
TF	1-438	Identification of Aircraft, Spitfire	4
TF	1-439	Identification of Aircraft, Japanese Fighters 96 and 97	11
TF	1-440	Identification of Aircraft, German Messerschmitt ME 110 ..	7
TF	1-442	Identification of Aircraft, Italian Macchi 200	7
TF	1-443	Identification of Aircraft, German JU 52	5
TF	1-444	Identification of Aircraft, Stirling Bomber	4
TF	1-486	Swim and Live	21
TF	1-751	Identification of Aircraft, Single Engine Fighter Quiz	8
TF	1-752	Identification of Aircraft, Messerschmitt 109 F	4
TF	1-753	Identification of Aircraft, Part XXXVI, Focke-Wolfe 190 ..	6
TF	1-754	Identification of Aircraft, Part XXXVII, Dornier 217	5
TF	1-755	Identification of Aircraft, The British Lancaster	7
TF	1-3302	Recognition of the Japanese Zero Fighter	20
TF	1-3303	Identification of the Japanese Zero Fighter	8
TF	3-216	Adjustment of the Service Gas Mask	17
TF	3-217	Inspection of the Service Gas Mask	9
TF	3-218	Adjustment of the Training Gas Mask	17

APPENDIX II (Continued)

TF	3-650	Collective Chemical Protection	10
TF	3-667	Decontamination Procedures, Part I	19
TF	3-687	Decontamination Procedures, Part II	11
TF	3-689	Defense Against Chemical Warfare	10
TF	3-957	Defense Against Incendiaries	20
TF	3-1164	Construction of Gas Proof Shelters in the Field	20
TF	5-12	Map Reading	43
TF	5-202	Pioneer Equipment—Hitches	10
TF	5-203	Pioneer Equipment—Knots and Bends	15
TF	5-572	Explosives and Demolitions	8
TF	5-573	Explosives and Demolitions	6
TF	5-597	Explosives and Demolitions	9
TF	5-598	Explosives and Demolitions	8
TF	5-645	Camouflage—Individual Concealment	10
TF	5-646	Camouflage—Bivouac Area	11
TF	5-647	Camouflage	11
TF	5-648	Camouflage—Use of Artificial Materials	13
TF	5-649	Camouflage—Principles	10
TF	5-954	Enemy Booby Traps	27
TF	5-961	Camouflage for All Arms	30
TF	7-108	Technique of Small Arms Fire Against Attack Aviation	17
TF	7-109	Defense Against Attack Aviation (Columns)	18
TF	7-110	Defense Against Attack Aviation (Areas)	7
TF	7-143	Infantry Drill—The Squad	10
TF	7-144	Infantry Drill—The Platoon	14
TF	7-233	Determining Direction in the Field	9
TF	7-234	Use of Natural Cover and Concealment	18
TF	7-236	Weapons of the Infantry Division	56
TF	7-248	Instruction of the Soldier Dismounted, Without Arms, Positions and Facings	22
TF	7-249	Instruction of the Soldier Dismounted, Without Arms, Steps and Marchings	22
TF	7-275	Operations of a Reconnaissance Patrol at Night	39
TF	7-295	Military Training	58
TF	7-318	Platoon Scouts	11
TF	7-393	Battle Formations—Rifle Squad	32
TF	7-637	Know Your Enemy, Airborne Troops	22
TF	7-1061	A Daylight Reconnaissance Patrol	36
TF	8-33	First Aid	33
TF	8-150	First Aid—Part IV	26
TF	8-154	Sex Hygiene	26
TF	8-155	Personal Hygiene	36
TF	8-304	First Aid for Gas Casualties	20
TF	8-953	Malaria, Causes and Control	25
TF	8-999	The Fly	16
TF	8-1000	The Louse	20
TF	8-1174	Purification of Water	18
TF	8-1179	Disposal of Human Wastes	22
TF	8-1180	First Aid for Chemical Casualties	25
TF	8-1238	Sex Hygiene	25

APPENDIX II (Continued)

TF 11-157	Military Courtesy and Customs of the Service	26
TF 11-184	Conduct of Physical Training	30
TF 11-205	Safeguarding Military Information	21
TF 11-225	Interrogation of Prisoners	37
TF 11-235	Articles of War	47
TF 11-321	Combat Counterintelligence	28
TF 11-324	Safeguarding Military Information	12
TF 11-325	Safeguarding and Proper Handling of Classified Material ..	18
TF 11-382	Know Your Enemy	44
TF 11-383	Friend or Foe	55
TF 11-557	The Motor Vehicle Driver	20
TF 15-992	Administration of Military Justice and Courts Martial	45
TF 21-1020	How To Get Killed in one Easy Lesson	9
TF 21-1024	Kill or be Killed	10
TF 21-1025	Curiosity Killed a Cat	15
TF 21-1026	On Your Toes	15
TF 25-394	Detection of Booby Traps	21
TF 30-938	Mr. Blabbermouth	19
TF 30-949	Don't Talk	21
TF 629-1027	Hand to Hand Combat	48
TF Miscel. 157	"WINGED SCOURGE" by Walt Disney	9
ARMY AIR FORCE—	Film Report No. 64 "Evacuation of Casualties by Air" ..	18
Film Bulletin 31	Battlefield Sounds	11
Film Bulletin 76	Enemy Mines in Tunisia	16
Special Service Information Film No. 1.	"Prelude to War"	50
Special Service Information Film No. 2.	"The Nazis Strike"	45
Special Service Information Film No. 3.	"Divide and Conquer"	53
Special Service Information Film No. 4.	"The Battle of Britain"	54
Special Service Information Film	"The Battle of China"	
Special Service Information Film	"The Battle of Russia"	
Special Service Information Film	"America Goes to War"	

Film Strips

FS 1-31	Preliminary Study of the Identification of Aircraft
FS 1-38	Points to look for in the Identification of Aircraft
FS 2-16	Organization of the Army of the United States
FS 3-1	Defense Against Chemical Attack
FS 3-2	Effects of Weather, Terrain, Weapons and Tactics
FS 3-3	Protection and Protective Equipment
FS 3-4	Nomenclature and Air Flow System of the Standard Service Gas Mask
FS 3-5	Nomenclature and Air Flow System of the Standard Training Gas Mask
FS 3-6	Nomenclature and Parts of Miscellaneous Gas Masks
FS 3-7	Principles of Gasproofing for Shelters
FS 3-11	Hand Decontaminating Apparatus M1 and M2
FS 3-15	Protective Clothing, Types of Protective Clothing—Permeable and Impermeable
FS 3-24	Chemical Cloud Travel
FS 3-25	Defense Against Chemical Attack, Chemical Agents

APPENDIX II (Continued)

	and First Aid—Part I—Introduction
FS 3-26	Part II—Casualty Agents
FS 3-27	Part III—Harrassing, Screening and Incendiary Agents
FS 3-28	Chemical Land Mines
FS 4-2	Identification of Aircraft
FS 5-15	Hasty Mine-Fields
FS 5-23	Antipersonnel Mines
FS 5-24	Mines—Part I, Antitank Mines
FS 5-25	The Deliberate Mine Field
FS 7-22	Pitching and Striking the Latrine Screen
FS 7-23	Manual of the Guidon
FS 7-29	Identification of Foreign Mechanized Vehicles, Part II (Italian)
FS 7-30	Identification of Foreign Mechanized Vehicles, Part III (Japanese)
FS 7-78	Identification of Foreign Mechanized Vehicles—Part I
FS 7-91	Identification of Foreign Mechanized Vehicles—Part II
FS 7-104	Identification of Foreign Mechanized Vehicles—Part V
FS 8-13	Military Sanitation: Sanitary Inspection, Reports, Orders and Surveys, Statistical Matters
FS 8-24	Shelter Tent Pitching
FS 8-26	Roller Bandage (Barton, Modified Barton and Parker)
FS 8-27	Roller Bandage (Circular, Modified Gibson, Knotted, Recurrent)
FS 8-28	Roller Bandage (Four-Tailed, First Aid Packet, Figure of Eight, crossed)
FS 8-30	Triangular Bandage (Face and Jaw Wounds)
FS 8-31	Roller Bandage (Face and Jaw Wounds)
FS 8-31	Roller Bandage (Face and Jaw Wounds)
FS 8-57	Venereal Disease, VD
FS 8-58	Venereal Disease, Prophylaxis
FS 8-59	Venereal Disease, Control
FS 8-60	Disposal of Wastes
FS 8-61	Mess Sanitation
FS 8-62	Water Supply and Purification
FS 8-63	Housing and Control of Respiratory Diseases
FS 8-64	Sanitation, Control of Insect Borne Diseases
FS 8-69	First Aid for Combat Injuries
FS 8-70	First Aid for Non-Combat Injuries
FS 8-74	The Morphine Syrette
FS 8-75	Medical Service of the Infantry Division Part I Medical Detachments
FS 8-76	Medical Service of the Infantry Division Part II, Medical Battalion
FS 9-15	Ammunition General—Military Explosives
FS 9-30	Unexploded Bombs—Part I
FS 9-31	Unexploded Bombs—Part II
FS 9-32	Unexploded Bombs—Part III
FS 12-2	A Soldier's General Orders
FS 12-3	Military Discipline and Courtesy
FS 12-4	How to Wear Your Uniform
FS 30-3	Censorship of Mail

APPENDIX III

List of Instructional Aids, Technical Training

Training Films

	<i>Running Time in Minutes</i>
TF 8-33 First Aid	33
TF 8-150 First Aid—Part IV, Injuries and Accidents	26
TF 8-1180 First Aid for Chemical Casualties	25
Army Air Force Film Report No. 64 "Evacuation of Casualties by Air"	18

Film Strips

FS 7-18 Pitching and Striking the Pyramidal Tent	
FS 7-19 Pitching and Striking the Wall Tent	
FS 7-22 Pitching and Striking Latrine Screen	
FS 8-13 Sanitary Inspection, Reports, Orders, Surveys; Statistical Methods	
FS 8-16 Ambulance Loading and Unloading	
FS 8-26 Roller Bandage (Barton, Modified Barton and Parker)	
FS 8-27 Roller Bandage (Circular, Modified Gibson, Knotted, Recurrent Bandage of Head)	
FS 8-28 Roller Bandage (Four-tailed, First Aid Packet, Figure of Eight, Crossed (One Eye), Crossed (Both Eyes)	
FS 8-30 Triangular Bandage (Face and Jaw Wounds)	
FS 8-31 Roller Bandage (Face and Jaw Wounds)	
FS 8-35 Control of Hemorrhage (Face and Jaw Wounds)	
FS 8-36 Care and Treatment of Face and Jaw Wounds	
FS 8-37 Immobilization of Fractures	
FS 8-50 Application of the Army; Hinged; Half-Ring Leg Splint	
FS 8-51 Reconstitution and Use of Standard Army-Navy Package of Normal Human Plasma, Dried	
FS 8-63 Housing and Control of Respiratory Diseases	
FS 8-77 Common Military Vehicles as Patient Carriers	
FS 17-27 First Aid—Removal of Casualties From Tanks	

APPENDIX IV

List of Instructional Aids, Tactical, Logistical and Field Training

Training Films

	<i>Running Time in Minutes</i>
TF 7-13 Signal Communications within the Infantry Regiment	—
TF 8-33 First Aid	33
TF 8-150 First Aid—Part IV	26
TF 10-1216 Rations in the Combat Zone	18
TF 11-671 Message Center Procedures—Part I	19
TF 11-1064 Message Center Procedures—Part II	10

Film Strips

FS 7-89 The Use of the Message Book
FS 8-16 Ambulance Loading and Unloading
FS 8-23 Medical Battalion
FS 8-50 Application of the Army Hinged, Half Ring Leg Splint
FS 8-51 Reconstitution and Use of Standard Army Navy Package of Normal Human Plasma Dried
FS 8-73 Medical Supply
FS 8-75 Medical Service of the Infantry Division, Part I
FS 8-76 Medical Service of the Infantry Division, Part II
FS 10-95 Five Classes of Supplies

APPENDIX V

SUGGESTED INSTRUCTION FOR OPEN TIME

The following Training Films and Film Bulletins are not included in the Instructional Aids for the regular 16-week training program. Most of them are interesting and have definite instructional value. It is suggested that Instructors view these Training Films and Film Bulletins and utilize those desired during the hours of open time.

Training Films

		<i>Running Time in Minutes</i>
TF	1-204 Celestial Navigation	14
TF	1-522 Identification of Aircraft—Two Engine Fighter Quiz	6
TF	1-619 Identification of U. S. Army Aircraft—B-25 Medium Bomber	10
TF	1-674 Interrogation of Prisoners—Aviation	72
TF	1-900 Identification of U. S. Army Aircraft—B17FW	9
TF	1-912 Identification of U. S. Army Aircraft—P-39 L. Bell Pursuit	9
TF	4-675 Three-Point System of Identification of U. S. Cruisers	16
TF	4-676 Three-Point System of Identifying U. S. Destroyers	31
TF	5-200 Pioneer Equipment—Woodcutting Tools	8
TF	5-201 Pioneer Equipment—Manila Rope	8
TF	5-202 Pioneer Equipment—Hitches	10
TF	5-203 Pioneer Equipment—Knots and Bends	15
TF	5-224 Portable Barbed Wire Obstacles	11
TF	5-237 Portable Water Purification Unit, Model 1940	27
TF	5-268 Ponton Rowing Drill	10
TF	5-962 Antivehicle Obstacles—elementary	47
TF	5-991 Explosives and Demolitions—Bangalore Torpedoes	17
TF	6-103 Truck-drawn Units—Reconnaissance and Preparation of Routes	10
TF	6-104 Truck-drawn Units—Difficult Terrain	29
TF	6-105 Truck-drawn Units—Stream Crossings	19
TF	6-106 Truck-drawn Units—Movement of Disabled Vehicles	9
TF	7-20 River Crossing by an Infantry Battalion	8
TF	7-108 Technique of Small Arms Fire against Attack Aviation	17
TF	7-109 Defense of Infantry Columns against Attack Aviation	18
TF	7-110 Defense of Infantry Areas against Attack Aviation	7
TF	7-228 Battle Formations—Rifle Platoon (Extended Order)	43
TF	7-265 Sand Table Part I—Preparation	27
TF	7-266 Sand Table Part II—Use	20
TF	7-280 Reconnaissance Scout	10
TF	7-560 School of the Soldier, Manual of Arms. Part I	29
TF	7-561 School of the Soldier, Manual of Arms. Part II	17
TF	7-677 Ski Equipment	21
TF	7-678 Snow Camping Above Timberline	42
TF	7-679 Snow Camping in Timber	24
TF	7-680 Ski Safety	21
TF	7-681 Ski Safety—First Aid and Emergency Repair of Equipment	41
TF	7-682 Ski Sled	20
TF	7-683 Ski Mountaineering	36

APPENDIX V (Continued)

TF	7-1140	Antitank Grenades	15
TF	7-1161	Army Ground Forces, British Training Film, "Street Fighting"	16
TF	7-1182	The Rifle Squad and Platoon in Defense Entrenchment of the Rifle Squad	17
TF	9-618	Unexploded Bombs	43
TF	11-168	Basic Principles of Skiing	38
TF	11-262	Point Control of Traffic	26
TF	11-274	Pistol Bullseyes	20
TF	11-296	Technique and Mechanics of Arrest and Search of Persons ..	69
TF	11-671	Message Center Procedures—Part I—Outgoing Messages ..	19
TF	11-1064	Message Center Procedure—Part II—Incoming Messages ...	10
TF	17-1006	Attack and Defense of Road Blocks	26
TF	21-1007	Snafu	12
TF	21-1018	Keep It Clean	14
TF	21-1019	Crack That Tank	14
TF	21-1021	Wise Guy	15
TF	21-1027	Latrinograms	12
TF	21-1028	Heroes	6
TF	21-1029	On Your Own	15
TF	21-2014	Baptism of Fire	45
TF	21-2015	Secret Weapons	18
TF	528-302	Cookers in the Field—Issue and Improvised	27
		Miscellaneous No. 467 Army Service Forces	36
		Miscellaneous No. 2391 Desert Victory	60

Film Bulletins

*Running Time
in Minutes*

FB	2	a. New Type Trench Digger	8
		b. Experimental Type Flame Thrower	
		c. Rubber Boats	
FB	4	a. Wire Thrower	10
		b. Camouflage Net	
		c. Tilt Type (Semi Trailer)	
FB	9	First Division Landing Operations, North Carolina	17
FB	13	a. Gas Mask	10
		b. T16 Half-Track and T32 Motor Carriage	
		c. Hasty Tank Obstacles	
FB	15	Army Manuevers	19
FB	16	Invasion of Crete by the German Army	10
FB	17	1941 Invasion of Russia by the German Army	20
FB	19	Miscellaneous Subjects	10
		a. Motorcycle	
		b. Armored Vehicles	
		c. "Aqua Cheeta" (Sea Jeep)	
FB	20	Parachute Regiment	10
FB	21	Tank Obstacles	11
FB	22	Amphibious Force	11
FB	23	Bond Rallies	6

APPENDIX V (Continued)

FB 24	Parachutists on Skis	21
FB 25	Labor Greets General Somervell	10
FB 26	a. Amphibian Cargo Tractor	9
	b. Mobile Laundry Unit	
FB 27	a. Women Working on Men's Jobs	9
	b. Mobile Field Baking Unit	
FB 28	Decontamination of Combat Vehicles	11
FB 30	Mobile Machine Records Unit	10
FB 34	Our Troops in New Caledonia	11
FB 35	Loading of Cargo Airplanes	11
FB 37	Highway to Alaska	9
FB 38	Army Tank Destroyers	8
FB 39	Scrap for Victory	11
FB 42	a. Convoy Snapshots—Somewhere in the Pacific	14
	b. Training under Fire	
FB 43	Australian Campaign in New Guinea	6
FB 44	Close Combat Firing	12
FB 45	U. S. Attacks in the Aleutians	10
FB 48	Invasion of Poland in 1939 by the German Army	9
FB 50	Schnelle Truppen	14
FB 55	White Phosphorus vs High Explosive	10
FB 56	Western Battle Front. May, June 1940	
	Part I	32
	Part II	10
FB 57	Smoke-Defense Against Air Attack	15
FB 59	Zombie (Seven Inch Chemical Rocket)	15
FB 65	Invasion in the Making—Training New Amphibious Troops	
FB 66	The Battle of Buna	
FB 70	Swiss Bridge	
FB 71	The Army Railroad	

APPENDIX VI

RIGHTS AND PRIVILEGES OF PRISONERS OF WAR

Only Period: One Hour

Purpose and Scope. The purpose of this instruction is to acquaint the medical soldier with the rights and privileges of Prisoners of War.

Place. Classroom.

Text References. FM 21-45, pars 128, 129, and 130; FM 27-10, Chaps 4 & 5; FM 30-25, par 7c.

Instructional Aids. None.

Procedure. Conference.

1. Definition of Prisoners of War.
 - a. Members of the Armed Forces.
 - b. Individuals who follow the Army.
2. Persons and honor to be respected.
3. Lawful discrimination.
4. Lawful interrogation.
5. Care of personal effects.
6. Evacuation.
7. Medical care.
8. Notification of capture. Authorized correspondence. Receipt of packages, gifts, etc.
9. Places suitable for internment or prison camps.
10. Clothing; canteens.
11. Hygiene.
12. Infirmarys.
13. Complaints.
14. Laws and regulations of detaining power governing conduct of prisoners of war.
15. Punishments; limitations, corporal; collective.
16. Repatriation.

SUPPLEMENTAL LIST OF FIELD MANUALS, TRAINING FILMS AND FILM STRIPS

Field Manuals

FM	5-20A	Camouflage of Individuals and Infantry Weapons
FM	5-31	Land Mines and Booby Traps
FM	21-8	Military Training Aids
FM	21-75	Scouting, Patrolling and Sniping

Training Films

		<i>Running Time in Minutes</i>
TF	1-420	<div> <div>Identification of Aircraft (various types)</div> <div> <div>.....</div> <div>.....</div> <div>.....</div> <div>.....</div> </div> </div>
TF	1-423	
TF	1-432	
TF	1-441	
TF	1-619	Identification of U. S. Army Aircraft—B-25 Medium Bomber 10
TF	1-900	Identification of U. S. Army Aircraft—Douglas B-17F Heavy Bomber 9
TF	1-912	Identification of U. S. Army Aircraft—The P-39L Bell Pursuit 9
TF	1-3600	to TF 1-3623 Recognition of Aircraft (various types) 4-10
TF	1-3625	Recognition of the Macchi 202 5
TF	1-3628	Recognition of the Savoia Marchetti 84 5
TF	1-3633	Recognition of the Dakota (C-47) 10
TF	5-2039	Passage of Mine Fields Part I For All Arms —
TF	8-2047	First Aid for Battle Injuries 18
TF	8-2049	First Aid for Non-Battle Injuries —

Film Strips

FS	5-26	Mines—Part V Antitank Mine Road Blocks
FS	5-27	Mines—Part VI Bobby Traps
FS	8-65	Chemical Warfare Injuries, Prophylaxis and Therapy—Part I Lung Irritants
FS	8-66	Chemical Warfare Injuries, Prophylaxis and Therapy—Part II The Vesicants
FS	8-67	Chemical Warfare Injuries, Prophylaxis and Therapy—Part III The Vesicants
FS	8-68	Chemical Warfare Injuries, Prophylaxis and Therapy—Part IV Miscellaneous Agents
FS	8-78	Ambulance Loading and Unloading, Cross Country Ambulance
FS	8-80	First Aid Kit for Gas Casualties

NOTES

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INSTRUCTORS' GUIDE

For

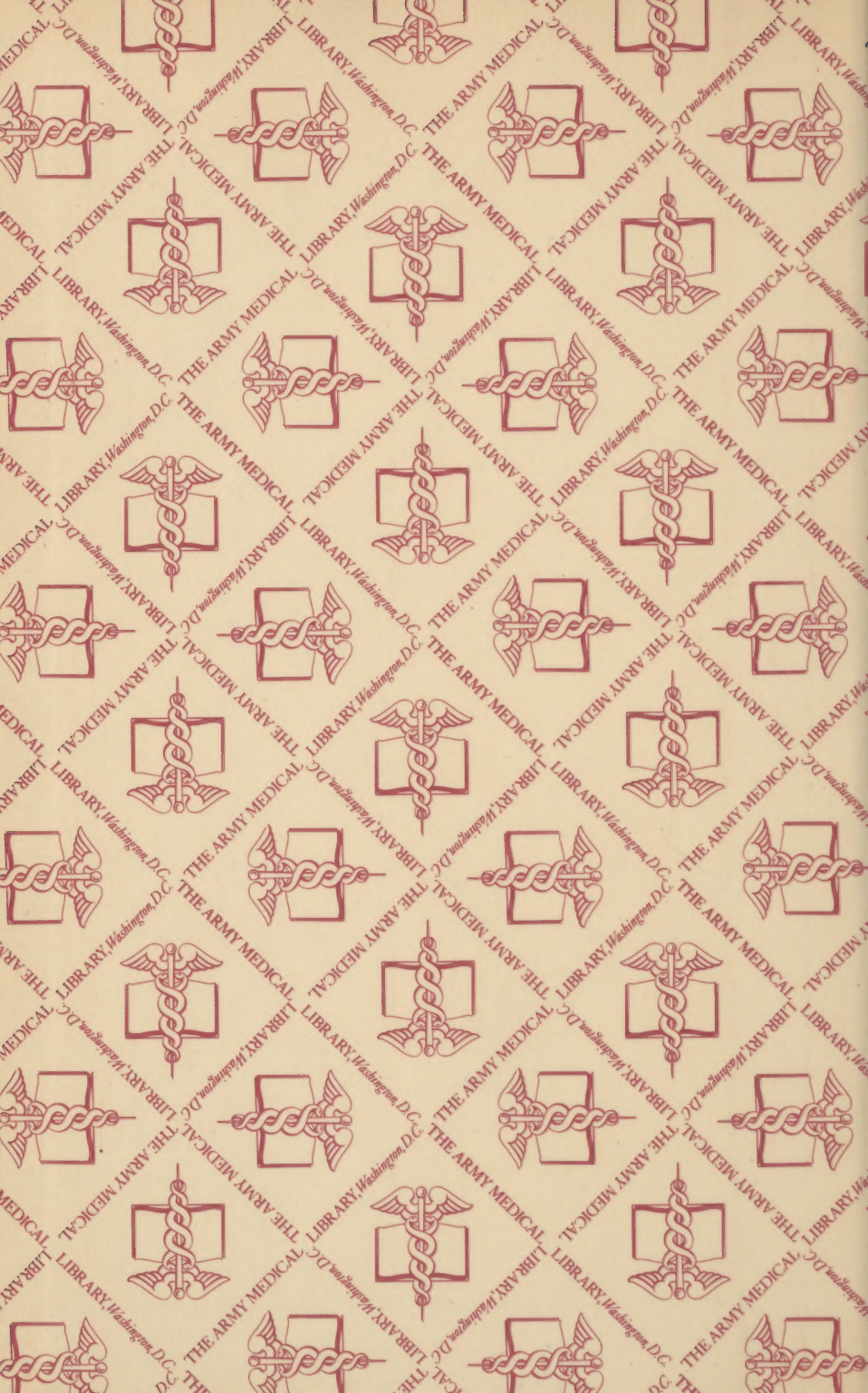
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